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# The ILLINOIS TEACHER

Volume XVIII | February, 1930 | Number 6

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## Proceedings of 76th Annual Association Meeting

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## L. W. HACKER

### PERSONAL DATA

1. Reared on a farm, native of Illinois and 38 years of age.
2. Fifteen years of Public School experience in Southern, Central, and Northern Illinois in rural, village, and community schools; five years as head of his department at the Illinois State Normal University.
3. Land owner, teacher, supervisor, school administrator, lecturer, and author.
4. Bachelor's Degree from the Illinois State Normal University, training at the University of Illinois, and Master's Degree from the University of Iowa.
6. Ex-service man, member of church, Illinois State Teachers Association, School Masters Club, National Education Association, and the National Society for the Study of Education. Invited twice to appear on the National Education Association program.
7. Superintendent of two of the best community consolidated schools for five years at Sheffield and Princeton, Illinois.
8. Desires opportunity to help raise the ranking of the Illinois Public Schools by increased efficiency from 28th (under Schrammel's Doctor's Thesis Index, Ohio State University) to a leading place where they justly belong.

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# ILLINOIS TEACHER

*"No One Liveth Unto Himself"*

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TO MEMBERS—If you change your address please notify the Illinois Teacher at Springfield, Illinois, sending both your old address and new address. Remember postmasters cannot forward periodicals. If you learn of any members who are not getting The Teacher please ask them to send their complete address—street and number or rural route number—to The Illinois Teacher at Springfield, Ill. Many teachers fail to put this address on the registration cards. The postmasters require street addresses on periodicals delivered by carrier.


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## Educational Meetings

**National Society of College Teachers of Education,** Atlantic City, February 24-26. Headquarters, Hotel Chafonte-Haddon Hall. S. A. Curtis, University of Michigan, secretary-treasurer.

Sixtieth annual convention, **Department of Superintendents of the National Education Association,** Atlantic City, N. J., February 22-27, 1930. Fourteen other departments and allied groups will hold sessions in Atlantic City at the same time. Illinois headquarters, Hotel Ritz-Carlton. Illinois breakfast, Wednesday 7:30.

**Third National Conference Supervisors and Teachers of Home Economics,** Feb. 24, 25, 1930, Atlantic City, N. J. Headquarters at the Chelsea Hotel.

**Southern Division, I. S. T. A.,** Carbondale, March 13, 14. Speakers engaged: Dr. C. H. Judd, University of Chicago; Prof. Shailer Mathews, University of Chicago; Mr. Wm. John Cooper, U. S. Commissioner of Education. Prof. David McIntosh, S. I. S. N. U. will direct the music.

This is the fiftieth annual meeting of the Southern Division, and President Shryock, the only person who attended the first meeting held in Centralia, will deliver an address in honor of the anniversary.

**South Central Division, I. S. T. A.,** the Arsenal, Springfield, March 20, 21. Speakers engaged for general sessions: Sergeant York of World War fame; Superintendent John Beveridge, Omaha; Miss Mabel Carney, Teachers College, Columbia. The section meetings will be addressed by Miss Carney: Dr. J. A. Melrose, James Milliken University; Dr. R. L. Lyman, University of Chicago; Supt. Beveridge; Mr. Louis Kulcinski, State Department of Education; Dr. Thomas Hopkins, Columbia University.

Band, orchestra, and glee club music will be furnished by the Springfield schools.

**Central Division, I. S. T. A.,** Peoria, Friday and Saturday, March 21, 22. Dr. E. K. Fretwell, Columbia University engaged as one speaker. One-half session will be given over to section meetings in 14 groups.

At the close of this meeting the Central Division will divide into two divisions of four counties each.

**Southwestern Division, I. S. T. A.,** East St. Louis, April 3, 4, 1930.

The speakers are: Supt. Francis G. Blair, Department of Public Instruction, Springfield; Dr. Wm. John Cooper, U. S. Commissioner of Education, Washington, D. C.; Dr. George D. Strayer, Columbia University; Dr. W. D. Henderson, University of Michigan; Miss Lena Madesin Phillips, attorney, New York City.

**Lake Shore Division, I. S. T. A.,** J. Sterling Morton High School, Cicero, Monday, April 28.

**North Central Association of Colleges and Secondary Schools,** Hotel Stevens, Chicago. Open sessions of the three Commissions of the Association, Wednesday, March 19; general Association meeting, March 20, 21. W. P. Morgan, president, W. I. S. T. C., Macomb; J. B. Edmonson, secretary, University of Michigan, Ann Arbor, Michigan.

(See also page 207)

### President Felmley Passes

News of the death of President Felmley on January 25 was received as the magazine was going to press. More extended notice will appear later, as will also mention of Principal W. C. Baer of Danville, who died January 10.

# The Education of Abraham Lincoln

*By* GEORGE D. WHAM, *Southern Illinois State Normal University;*
*Delivered I.S.T.A. Meeting, December 26, 1929*

ANYONE who attempts to discuss the education of Lincoln is certain to encounter in his audience some degree of skepticism as to whether Lincoln can properly be considered an educated man, —a disposition perhaps to look upon such a claim for him as a result of the spirit of eulogy whereby we tend to ascribe to our national heroes every virtue human and divine.

Some, for example, might deny to him the status of an educated man on the ground that he was a genius, assuming that geniuses stand in no need of education. Doubtless Lincoln was a genius in some respects, but it does not follow that education thereby became unnecessary to him. No genius is ever born with any knowledge, or skills, or ideals, or cultivated tastes. All these must be acquired, and by the same general process by which the ordinary person acquires them. The genius differs from the ordinary person, not in his immunity from education, but in the possession of a better brain, or a better body, and thus in the ability to acquire resources faster and in larger measure.

Others might dismiss the whole matter of Lincoln's education by classifying him as an instrument in the hands of Providence, as a sort of automaton chosen for the express purpose of saving his nation, and endowed with wisdom from on high. To persons entertaining this view, the question of Lincoln's education would become irrelevant; again he would not need an education. Reverential as Lincoln was, he certainly entertained no such a conception of himself. Never in his life did he give any evidence of a lazy reliance upon Providence. While he often implored divine guidance, he never expected the Lord to look after his mental filling, or to prepare any of his speeches for him. His own view of the necessity for energetic self-help may be gathered from his story of the ignorant young orator who, like the backwoods preacher of a bygone day, thought that special preparation was superfluous for one of the Lord's anointed. The young man, he said, "stood up, pulled down his vest, buttoned up his coat, shined his eyes, threw back his head, opened his mouth, and left the results to God." Lincoln believed devoutly that the Lord helps those who help themselves.

Again there may be those who would deny the rank of an educated man to Lincoln because he was not college-bred. He attended school, they would tell us, less than twelve months in his entire life, and then only in the rudest backwoods schools in which nothing was attempted beyond the three R's. Of course no informed and thoughtful person will confuse education and college graduation. We are all too familiar with college graduates who possess neither scholarship nor mental power, and, on the other hand, the world has far too long a list of persons of distinguished attainments who owed none of their distinction to the college. It is a fair assumption that in Lincoln's case a college education might have been detrimental. Arthur Brisbane expressed this idea when he said he "shuddered to think what four years of Harvard might have done to Abraham Lincoln." In four years' time, he might have grown so submissive to the thoughts of others that he might never have dared to think a thought of his own; he might have grown so accustomed to looking backward that it might never have occurred to him to look forward.

### Lincoln, An Educated Man

To assure ourselves that Lincoln was an educated man, we may apply to him some of the current conceptions of education.

First, we may apply to him the knowledge test. All his life, Lincoln was an indefatigable gatherer of information. In consequence, there is no record of any occasion on which the charge of ignorance could be truthfully lodged against him, and upon the great questions that engrossed the nation, he was easily the best informed man of his time. As an example of his accurate and intensive scholarship, we may contemplate his Cooper Institute Address. In the fall of 1859, largely because of the fame achieved in his debates with Douglas, he was invited to come to New York City for a political lecture. He accepted the invitation, but placed the date of the address late in February of the following year. Meanwhile he gave himself up to a prolonged and painstaking research to determine the attitude of the fathers of the Constitution toward slavery, and toward federal control as to slavery in the territories. On the evening of February 27th, 1860, Lincoln found himself seated upon a platform at the Cooper Institute with such men as Horace Greeley, and introduced to a large and cultivated audience by so distinguished a man as William Cullen Bryant. Contrary to the expectations of his audience, he indulged in no humor and he told no stories. Instead, what he gave was so simple, so direct, so clearly reasoned, so full of accurately stated fact drawn from our early political history, and altogether so convincing, that his hearers were roused to the highest point of admiration, and by the close of the address they were certain they had listened to a man with a well-trained and scholarly mind. Immediately the speech was seized upon as a powerful document for the forthcoming campaign; but before publishing it, the Committee wanted to be able to defend it as to the soundness of its historical foundations. They asked Lincoln for a memorandum of his authorities. He replied that he had kept none. Thereupon a special committee undertook the verification of his speech in every detail. After days of patient labor, they were ready to pronounce it flawless both in statement of fact and in reasoned conclusion, and they recorded their own conviction that to be able to compose such an address, Lincoln must have consulted literally hundreds of books, reports, journals, legislative enactments, and political discussions. We can be sure that Lincoln possessed much knowledge, and in some fields, the kind of knowledge that stands the test of critical scholarship.

We may apply to him also the test of thought power. Mere possession of knowledge is but the beginning of education. A person must have the capacity to use his knowledge; He must be capable of sustained thought; he must be able to manipulate his knowledge into valid conclusions; with it he must be able to meet new situations. Lincoln had this power. His mind was a logic mill. A critic of our own time speaking of the addresses of a recent oratorical celebrity, said you could drive a prairie schooner through any one of his speeches anywhere you pleased, so loose and fallacious were they. No person ever made such a criticism of Lincoln's utterances. His sense of logic was relentless. Anything he

ever gave to the public, whether letter, document, or address, was closely woven and logically flawless. He had not only this capacity for coherent thought, an indispensible element of the educated mind, but he had likewise the rarer capacity to solve new and untried problems. Lincoln's life was one prolonged process of problem solving,—problems pertaining to his legal practice, to the formulation of views and policies respecting slavery, to the organization and direction of the newly formed political party, and the still greater problems incidental to the management of the Civil War, the destruction of slavery, and the preservation of the Union; and in the solution of these problems, he gave the most convincing evidence of the possession of a mind highly trained and disciplined in the processes of thought.

We may test him by the criterion of social insight, or as it has been phrased, "sympathetic insight into contemporary civilization" Lincoln had a profound understanding of the nature and needs of the American people, not merely the people of the North, but of the South as well. Reading Southern papers as he did over a long period of years, he came to know the Southern mind better and more sympathetically than did any other person north of Mason and Dixon's line. As to American democracy, he had a well-nigh perfect comprehension of its nature and needs, and his exposition of democracy will guide and inspire the peoples of the world as long as the struggle for self-government shall continue.

We might consider Lincoln in the light of the social efficiency outcome of education, testing him by his devotion and contribution to the public weal. Exposition here is unnecessary. From the day of his death the world has throbbed with encomiums to his devotion to his country and to the transcendent service he rendered to the cause of human freedom.

We may apply to him the culture test, meaning as I here use the term culture, a developed sensitivity of the appeal of the beautiful, responsiveness to some form or forms of art. No claim is made for Lincoln in the realms of music or pictorial or plastic art, although he could enter these realms with enjoyment to himself; but in one domain of art, the literary, he achieved superlative distinction. Not only did he love literature; he produced it. Surprised as Lincoln would have been to hear himself referred to as a man of letters, he is today everywhere recognized as one of the master's of English style. His Gettysburg Address and the two Inaugural Addresses, for example, will live as long as the English tongue. The Gettysburg Address hangs upon the wall of the Board Room of the University of London among the supreme examples of deathless oratory; and the Bixby Letter hangs in a library at Oxford University as a flawless example of pure and beautiful English. Culture, an outcome of education dear to the academic heart, must be ascribed to Abraham Lincoln, producing, as he did, a body of culture the world will not let die.

I have thus applied to Lincoln five of the current criteria of education: the knowledge test, the thought-power test, the tests of social insight and social efficiency, and the test of literary culture. He passes them all. I leave this part of my theme with the conclusion that Lincoln was not only an educated man, but a highly educated man; in some respects so profoundly educated that whoever will attempt to sound the depth of his attainments will find his plumb-line all too short.

### The Process of Lincoln's Education

Our next question is "How did he achieve his magnificent development despite the lack of school and collegiate opportunities?"

In answering this question, we shall need to recognize that education of any kind, anywhere, comes only by reacting to stimulation. A person develops by his own responses, and all the educator can ever do is to provide the stimulating situations. The question, "How did Lincoln get his education?" thus resolves itself into an inquiry as to what the stimulating environments were that played upon him, and to what extent he responded to them.

First of all, Lincoln was stimulated by the times in which he lived, by the places and peoples and events in which and among which he moved. Passing as he did, from the rude cabin upon a lonely Kentucky glade over the long winding trail that led him eventually to the White House, he came inevitably into contact with a great variety of places, and with all sorts and conditions of men. No person was ever more responsive to his surroundings than Lincoln. He had an insatiable curiosity about everything and everybody. Murder trials, camp meetings, and political speeches were attended with equal avidity. Log rollings, barn raisings, and corn huskings found him the heartiest participant. The group around the fire of the country store adopted him as its wittiest and most interesting member. He scraped acquaintance and held conversation with men of importance and influence wherever he had a chance to meet them. From all these human contacts he gathered material upon which he meditated profoundly. As the pond lily extracts from the slime and mud of the pond the elements essential to its gentle beauty, so Lincoln gathered from his surroundings, coarse and vulgar and vicious as they were, elements of experience which he transmuted into the pure gold of social insight and wholesome sentiment.

In the second place, he was stimulated and developed by his various callings or vocations. He was backwoodsman, the arts of whom cannot be despised. He worked as a field hand on his father's and neighbor's farms. He served an apprenticeship as carpenter and cabinet maker under his father's direction. For a time he was an employee on an Ohio river ferry. He made two noteworthy trips as a flatboatman to New Orleans, experiences singularly illuminating to him, perhaps formative in determining his attitude toward negro slavery. At New Salem where he lived for six years before going to Springfield, he worked in a store, operated a mill, conducted the post office, earning incidentally the title of "Honest Abe." He participated in the Black Hawk War. He became assistant surveyor of Sangamon county. He studied law and for twenty years rode the circuit of county seats round about Springfield. He served four terms in the legislature, two at Vandalia, and two at Springfield. He spent two years at Washington as a member of the House of Representatives, and made a race for the Senatorship which through his debates with Douglas transformed him into a national figure. He was politician and political speaker of increasing brilliance. He served four years in the great vocation of President of the United States during a heartbreaking Civil War. No scheme of college education, however prolonged, could stand a minute's comparison with this rich variety of vocational stimulation, with its immeasurable outcomes of development of mind and heart.

In the third place, Lincoln applied to himself the persistent stimulation of books. In the backwoods school

he met Pike's Arithmetic, Murray's Reader, Webster's Speller. Early in life he absorbed into himself the Bible, Bunyan's Pilgrim's Progress, Aesop's Fables, Defoe's Robinson Crusoe. In addition to these, he read as he himself affirmed, every other book obtainable for miles around. The sheriff of Spencer County, Indiana, in which he lived from his seventh to his twenty-first year, lent him a copy of the Statutes of Indiana in which he found the very meat upon which his soul needed most to feed; for in this volume he found the Declaration of Independence, the Ordinance of 1787, the Constitution of the United States, as well as a set of laws typical of the devices whereby English speaking peoples try to secure to themselves the rights of things, and the rights of persons. All these he read to the point of saturation, obtaining therefrom his first great conception of the foundations of the American government. At New Salem, the schoolmaster, Minter Graham, advised him to study grammar, if he expected to become a public man. He walked six miles, borrowed a copy of Kirkham's English Grammar, and so mastered it that you will look in vain for errors in syntax in anything Lincoln spoke or wrote for the public thereafter. When appointed assistant surveyor of Sangamon County, he secured a copy of Flint and Gibson's Treatise on Surveying, mastered it, and applied it unerringly in his work. He borrowed law books from a Springfield law office, and mastered them then and thereafter in his practice of law. Returning from Congress with renewed determination to excel as a lawyer, he procured a copy of Euclid's Plane Geometry, carried it around with himself on the circuit, and, by reading far into the night, mastered the first six books of it, not to become a geometrician, but rather, as John Locke said, that he might "get the way of reasoning"; and as he himself said, that he might better know what it means to demonstrate a proposition beyond the possibility of a doubt.

Nor did Lincoln neglect the stimulation of the poets. Shakespeare and Burns were his especial favorites. Aside from these, he had his favorite selections which he read and re-read in hours of brooding meditation and melancholy. John Hay tells us that while the Civil War was in progress, it was nothing uncommon for Lincoln to come to the room of his young secretary at the White House to read in his broad Western monotone some such stanza as

"The mossy marbles rest,
On lips he once has pressed
In their bloom,
And the names he loved to hear,
Have been carved for many a year,
On the tomb."

So it was throughout his entire career. Through the medium of books he sought to push back the horizons of his mind. He seems to illustrate well the spirit of the truth spoken by Carlyle, that "all the universities and final highest schools can do for us is to teach us to read."

Any account of Lincoln's education would be defective if it did not deal with his self-imposed cultivation of speech. He appears to have realized early that if he ever lifted himself out of backwoods obscurity, it must be by the language lever. Thus early he turned his attention to literary models. He filled his exercise books and covered the logs on the inside of his cabin home with passages that appealed to him for their beauty. These passages he read and re-read to the point of saturation, and all the time he was exercising himself on self-imposed compositions on current themes, and in extemporaneous addresses to groups of field hands, or, if these were lacking, to the stumps and trees of the forest. By these two means, saturation with models of good English orally read, and persistent practice in the expression of his own thoughts, he lifted himself out of the rude jargon of the backwoods to the heights of Hebraic grandeur of expression represented by the supreme beauty of such masterpieces as the Gettysburg Address, the two Inaugurals, and the Bixby Letter. Listen to an example. You will find nothing elsewhere like it.

At the end of his First Inaugural, we find the following eloquent appeal for the forbearance of the Southern leaders:

"I am loath to close. We are not enemies but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory stretching from every battlefield and patriot grave, to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched as surely they will be, by the better angels of our nature."

Or again, at the end of his Second Inaugural, a passage of golden eloquence refined by the agonies of the Civil War:

"Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet if God wills that it continue until all the wealth piled by the bondman's two hundred fifty years of unrequitted toil shall be sunk, and every drop of blood drawn by the lash shall be paid by another drawn by the sword, as was said three thousand years ago, so still it must be said, that the judgments of the Lord are true and righteous altogether.

"With malace toward none; with charity for all; with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

### Summary

In closing it is proper to inquire what suggestions Lincoln's education may have for us today.

He illustrates the cumulative effect of persistent studiousness. His education had no academic years, and no vacations; it lasted twelve months a year for the fifty-six years he lived, and there is convincing testimony that his growth continued unabated to the time when the assassin's bullet stilled his mighty brain. Nor did he do his studying perfunctorily. His motive was not to get by or to make a grade or to graduate for the mere name of graduation. He had a far nobler purpose. He sought the intrinsic worth of the materials studied, and his ideal always was the mastery of the subject.

He illustrates also the cumulative power of brooding meditation, the deep thought that transforms knowledge into wisdom. He was never content with the uncertain anchorage of superficial memory. He wrought his newly acquired experiences into the inmost fiber of his mind and personality. This he did by thinking. Herndon, his law partner, testifies that Lincoln thought more than any other man he had ever known, and we have internal evidence supporting this testimony in everything Lincoln ever wrote or said or did.

He illustrates moreover the mutual interaction of thought and language. Ahead of the phychologists, he discovered that thought and language develop not separately, but together, —that the best way to become a clear thinker is to strive always for clearness of expression. It was not by accident that he was an artist in speech at the same time that he was an artist in thought. Each type of artistry carries with it the development of the other.

Again he illustrates not merely the cultivation of the intellect but likewise the cultivation of the heart. With all his accumulation of power and his elevation in office, he never turned his eyes away from the spectacle of "suffering, sad humanity." Everything that breathed was to him a "poor, earthborn companion and fellow mortal." Whether the pig in the mire, the fledgling fallen from its nest, the plaint of a negro mother imploring the release of an imprisoned man, the black slaves lying chained on the deck of a steamer on their way to the bestial life of a southern plantation, or the sobbing prayer of wife or sister imploring clemency for husband or brother under sentence of death,—never to any such an appeal did he fail to respond with warm sympathy and such relief as it was in his power to give.

As an example of his tender ministration to the aching heart of a lonely mother, we have his famous letter to Mrs. Bixby:

"Dear Madam: I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I can not refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom."

The loftiest suggestion for us, perhaps, is derived from the stern ethical discipline to which he subjected himself,—his lifelong adherence to the rule of right. He played the game of life fairly. He never betrayed a friend or a public trust. He never dealt unjustly, or harshly, even with those who opposed him. Ambitious though he was he never sought advancement by subterfuge or by the concealment of truth. When conflict arose between principle and preferment, he followed principle even when it seemed certain to lead him to political oblivion. Instead it led him to immorality.

One hundred twenty years ago, everyone who loved Lincoln lived in the forlorn cabin in which he was born. Today the peoples of the world stand with uncovered heads in the presence of his majestic image. That image is revealed to us in statue and picture, in song and story, in written word and recorded deed. It is our high privilege to ponder it, to muse upon it, to mould our lives into its likeness, each one as best he may.

## Honoring Dean Wham, S.I.S.N.U. President I.S.T.A.

A social gathering of all former students of the Southern Illinois State Normal University and present faculty members in honor of Dean George D. Wham, president of the Association, was held in the parlor of the Abraham Lincoln Hotel December 27th at 5:30 P.M. About 200 were present, and a very enjoyable time was spent in renewing old acquaintances and making new ones. Interesting talks were given by Superintendents J. E. Miller and T. W. Allen of St. Clair and Washington counties, respectively.

It was voted by all present to make the gathering a regular affair at the time of the annual meeting of the I. S. T. A., and accordingly it will occupy a place among the social events of the state meeting next December.

Officers were selected as follows—president, Roy Leevy, Equality; chairman of committee, Roy V. Jordan, Centralia; committee members, Mrs. Roberta Walker, of Carlyle, C. A. Waller of West Frankfort, and Miss Rose Janssen, Mt. Vernon.

## School Leaders of Illinois at Atlantic City Meeting

For the Department of Rural Education meeting in Atlantic City February 24-26, U. J. Hoffman, Springfield, State Department of Education, is chairman of the section "State Supervisors and Inspectors of Rural Schools." Superintendent Justin Washburn, Rock Island County, President of the I. S. T. A., will speak before the same session on the topic, "Leadership in Teacher Training in Service—the County Institute."

Professor L. W. Hacker, I. S. N. U., speaks before the section of Directors and Supervisors of Rural Teacher-Training, discussing the subject, "Rural Teacher Preparation in the Agricultural Midwest."

Miss Mabel Carney, Teachers College, Columbia, is president of Department of Rural Education.

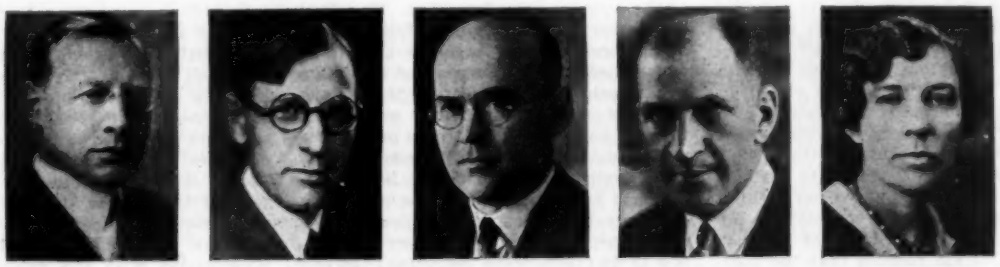
Among the names appearing on the program of the National Society of College Teachers of Education program are those of Douglas Waples, Charles H. Judd, Alice Temple, L. V. Koos, Frank N. Freeman, all of the University of Chicago, and W. A. Monroe of the University of Illinois.

Fact-mindedness is the last and highest achievement of the civilized intellect, and few there be that attain thereto. If you have it, and if you can train others scattered in enough places so that everywhere there will be somebody who knows the facts, you won't have to teach the whole people. It takes only one pointed fact to let out all the gas from the hughest bag of guff. If there is somebody at hand who has that pointed fact, the bag collapses.—*Chester Lowell.*

## Remember the Advertisers

The sixteen extra pages in this issue of the ILLINOIS TEACHER are possible because of the generous patronage of the advertisers. Remember them in *your* patronage.

## Illinois State Teachers Association Officers for 1930



Reading from left to right in the photograph above are: J. R. Skiles, superintendent of Evanston, Dist. No. 75, city schools; (Mr. Skiles, as chairman presented the report of the committee on nominations. His term as a member of the executive committee is for 1928–1931, inclusive.) Fred L. Biester, principal of township high school, Glen Ellyn; James D. Darnall, superintendent of Geneseo city schools and principal of township high school; H. V. Calhoun, superintendent of Belleville city schools; Mrs. F. Blanche Preble, teacher Chicago city schools.

Pictures of President Washburn, Treasurer McIntosh, and Chairman of the Executive Committee Hayes have appeared in previous numbers of the magazine.

# Journal of Proceedings, Annual Meeting

## Governor Emmerson Addresses 76th Meeting of the Association; President Speaks and Musical Artists Entertain

THE 76th annual meeting of the Illinois State Teachers Association was called to order at 7:45 P. M. on Thursday, December 26, 1929, by President Geo. D. Wham, Dean of S. I. S. N. U. of Carbondale.

All sessions of this meeting were held in the Centennial Auditorium at Springfield through the courtesy of Hon. William J. Stratton, Secretary of State.

The program opened with fifteen minutes of group singing, lead by Mr. E. M. Schueneman, accompanied by Mr. Geo. Anson, pianist, from the School of Music, Illinois Wesleyan University, Bloomington.

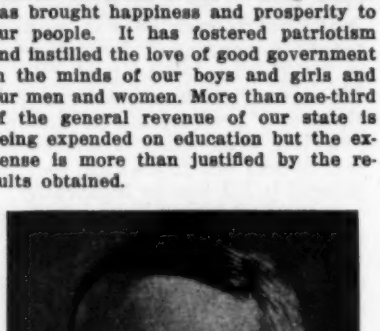
The President then introduced Hon. Louis L. Emmerson, Governor of Illinois, who spoke to the Association as follows:

### Address of Welcome

IT is a distinct honor to appear here today and, on behalf of the people of Illinois, welcome to the capital the accredited representatives of the 45,000 educators of the state. It is a privilege to meet with you, and discuss from an executive standpoint, some of the problems and possibilities that confront you. I want to assure you at the beginning of my desire to co-operate with you in every way possible to further the cause of education in our state and to pledge you that matters affecting our schools will be given most fair consideration during my administration.

While nothing is perfect it seems to me that Illinois has been fortunate in the operation of its school system and in having attracted thousands of serious-minded men and women into its ranks. The responsibility of the state to furnish the means of education has long been recognized. However, it is only in the last twenty-five years that our free school system, combined with the compulsory attendance law, has extended the benefits of education to all classes, poor and rich alike. As a result illiteracy has been reduced to a negligible point and in spite of the fact that we have been called on to assimilate thousands of foreign born, the illiteracy average for the state as a whole is only 3.4 per cent. Of the 173,987 residents of the state unable to read or write, only 30,837 were native-born white. Foreign-born residents accounted for 131,996, while negro illiterates number only 10,476. I am hopeful that the coming census will bring the general average below three per cent.

The United States has assumed world leadership because it has not feared to open the doors of learning to everyone. General education of the working classes has brought happiness and prosperity to our people. It has fostered patriotism and instilled the love of good government in the minds of our boys and girls and our men and women. More than one-third of the general revenue of our state is being expended on education but the expense is more than justified by the results obtained.



Governor L. L. Emmerson

Our free schools of today are a part of our very life but they were won after a long struggle waged by visionary pioneers, who paused long enough in their fight for existence in an unsettled land, to demand that the children of Illinois be not deprived of the opportunity of an education, adequate to the needs of the day. The fight for free schools was not won in a day but it was won and today over fourteen thousand schools dot the state from Chicago to Cairo and from Quincy to Danville.

Teaching of reading, writing, and arithmetic is only a fractional part of the work of the average school teacher. Nor is it the desire to fill a pupil so full of facts and figures that he becomes a walking encyclopedia. The purpose of education is to teach men to think; to provide the tools for a successful, happy, worthwhile life and point the way for the proper use of the instruction gained in school.

Gradually additional duties have been assumed by the school teachers of Illinois and they have met their responsibilities well. Through the children they are helping to improve home conditions, spread the lessons of health, and improve citizenship. Teachers of today share with the parents, the responsibility of molding the lives of those who come under their direction.

Schools encourage learning and thinking by creating a school atmosphere which develops the will to learn. Class activities that arouse interest and demand thought, coupled with ample libraries, laboratories, domestic science kitchens, and manual training shops develop self reliance and the habit of thinking so that the pupil learns to meet ever changing social and individual conditions.

School cleanliness, the spirit of co-operation and good will, model kitchens and sewing rooms, vocational instruction, and the development of a love for reading, music, and cultural recreation, have helped to create higher living standards in the homes of the state. Training in health habits, in personal hygiene, and in public sanitation, have developed an appreciation of health as a foundation stone of individual and race happiness and has resulted in the correction of defects and regular health examinations in thousands upon thousands of cases.

A new spirit of understanding has developed between school authorities and parents. Growth of Parent-Teacher clubs is largely responsible and as a result the influence of the school teacher is felt not only by the children but by their parents.

The future of citizenship rests largely with our school teachers who have come to share equally with the parents in training the youth of the land to assume a proper place in society. To have such power is not only a great privilege but also a great responsibility demanding the most conscientious effort.

Pupils come and go in our schools, in an ever increasing stream. Teachers give the best years of their lives to the service, are pensioned and die, but their work lives on. In the laboratories we find men and women dedicating themselves to research against cancer, insanity, and contagious diseases because years ago some teacher taught the beauty of service to one's fellowman; at the inventer's bench we find men and women harnessing new forces to do the work of mankind, because some teacher inspired in them the will to create; in our legislative halls and executive offices we find men and women striving faithfully and honestly to improve government because some teacher impressed upon her charges the love of good government; in our churches we find men consecrated to a life of ministry to others because some teacher inspired in them faith and love and unselfishness.

I may be wrong, but I do not at all times agree with the evident intent of some of our modern historians to "Hew to the line, let the chips fall where they may." It doesn't matter to me whether George Washington actually cut down a cherry tree or whether he told his father

he could not tell a lie. But I am vitally concerned in considering whether that story, or any one of a hundred others relating to our great national heroes, will influence some of our youth to better lives. If disproving of that story would rob any boy of his ideal of truth and manly conduct, the hair-splitting historian who disproves it has done so at a heavy cost.

Some of our present historians are too prone to tear to shreds the mantle of greatness with which we have shrouded the heroes of our early history. Better by far that their faults be forgotten and their virtues emblazoned in the skies. The story of the glorious deeds and the unselfish service of the tattered volunteers of Washington and Lincoln, should ever be impressed on the minds of our school children, inspiring them to the same love of country and of liberty that carried our fathers through the days of Revolution and Rebellion.

In closing I want to discuss with you very briefly and in a spirit of the greatest good will, the question of school finances. The benefits of education must be extended and our schools must keep pace with the progress of the age. In the face of drastic retrenchment in many other departments, state appropriations for education were increased five million dollars by the last legislature. The normal school appropriation, which has almost doubled in the last ten years, amounts to $4,427,783. Appropriations for the state university for the biennium amount to well over $12,000,000, an increase in two years of one and a half million dollars. The state distributive fund has been raised from sixteen million in 1927 to twenty million. The state believes in education and I am glad that it does for I have always regretted that conditions of my boyhood did not permit me the same advantages as those we give our children today.

However, I am wondering, whether we can under our present system of taxation, increase these amounts, even though the increase would be justified by the benefits gained. Additional burdens cannot be added to our present taxable property. The last general assembly by changing the election law so that questions of public policy will be submitted on the main ballot instead of on a separate ballot, paved the way for a fair consideration of constitutional amendments. At present a revenue commission, consisting of representatives of the house, the senate, and the governor, is engaged in a study of our revenue system with the intention of suggesting needed changes to the next general assembly. If the legislature finds itself able to agree on a new revenue system that will relieve the burden on homes and farms and make intangible property bear a fair share of the cost of government, the teachers of Illinois owe it to the cause of education to do all in their power to help put such a law on the statute books.

Again welcoming you to Springfield on behalf of the people of the state, let me express the hope that your deliberations will assist materially in solving many of the knotty problems affecting the schools of Illinois and that your work will furnish inspiration to the thousands of teachers, who are unable to be here and participate in the benefits of your councils.

## Spelling Awards Presented

At the close of the governor's address the President called upon Superintendent of Public Instruction Francis G. Blair for a response to the Governor's address, and also to award the prizes to the winners of the spelling contest which had been held in the afternoon.

Mr. Blair expressed the gratitude and appreciation of the teachers of Illinois for the cordial welcome extended to them by the Governor and also for his friendly attitude towards the constructive school legislation during the sessions of the 56th General Assembly, and briefly reviewed the legislative campaign and its fruitful results.

He then called to the stage the winners of the spelling contest and presented them their awards as follows:

First prize to Miss Marie Densch, Golconda, Polk county.

Second prize to Miss Emma Quong, Havana, Mason county.

Third prize to Miss Margaret Jrady, Farmer City, DeWitt county.

## President's Address "The Education of Abraham Lincoln"

Next on the program was the "President's Address" which Mr. Wham prefaced with the following introduction:

Before beginning my address, I wish to thank you for the honor and privilege of being your presiding officer. I speak with the utmost sincerity when I say that whatever professional pride I may have in the future will be derived in large measure from the recognition received at your hands.

I have chosen as the subject of my address "The Education of Abraham Lincoln." One reason for the choice is purely personal and sentimental, growing out of the fact that in all the years of my journeying to these gatherings, I have come always in the spirit of a pilgrim to a shrine, and while here have never lost the prepossession of being on sacred ground. Another and more valid reason is professional, the conviction that a study of Lincoln's education, in its utter simplicity, may help to display the essential conditions of the learning process, conditions often obscured today by the overlying mass of educational machinery. Such a study may help to safeguard against a tendency to confuse appliances with application, courses with culture, semester hours with sound learning. We may be in completest sympathy with an elaborate system of education, and at the same time alert to the peril of perfunctory study, subversive of the very aim for which the system is maintained.

(This address is printed in full beginning on page 166.)

At the close of his address the president announced that the next hour would be occupied by a concert by the Gray-Lhevinne Musical Company. This concert was a rare treat. The leading artist was Madame Gray-Lhevinne, violinist, accompanied at the piano by Mr. Gray. Her numbers were interspersed by selections by Laddie Gray whom she introduced as a nine-year-old school boy from Berkeley, California. Laddie Gray showed a rare skill as a pianist and surprised and delighted his hearers. Madame Gray-Lhevinne, who is his mother, explained that he is not really a prodigy but just a normal boy who has received proper training and that he is carrying his work well in the eighth grade of the Berkeley schools. He likes his dogs and boys' sports and is really just a normal human being. These three people gave an hour of interesting and instructive entertainment.

At the close of the program the President appointed two committees as follows:

Committee on Credentials—Chairman, Edgar C. Pruitt, Springfield; Southern Division, E. W. Sutton; Southwestern, Frank H. Markham; Southeastern, Harry Puntney; Eastern, George W. Henderson; Western, P. H. Hellyer; South Central, C. W. Evans; Central, Arthur Verner; East Central, A. P. Johnson; Illinois Valley, J. B. McManus; Black Hawk, George Barr; Northwestern, Earl Dugan; Rock River, H. B. Price; Northeastern, J. W. Smith; DuPage Valley, K. K. Tibbetts; Lake Shore, E. L. Boyer; Chicago, Edith P. Shepherd.

Auditing Committee—E. A. Turner, chairman, Normal; Ethel B. Hartman, Mound City; George M. Smith, Quincy.

At 10 P. M. the President adjourned the meeting until 8:45 o'clock of the following day.

## Chicago Division Office

For the past year the Chicago Division of the I. S. T. A. has maintained an office at Room 620 of the American Bond and Mortgage Building, 127 North Dearborn Street. While no attempt is made to keep office hours, the officers have found that having permanent headquarters for board meetings and as a repository for records is an advantage. The room is available to members for committee conferences.

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There is an idea abroad among moral people that they should make their neighbors good. One person I have to make good: myself. But my duty to my neighbor is much more nearly expressed by saying I have to make him happy—if I may.—*Robert Louis Stevenson.*

# Old and New Business at Second Session

## Reports of Secretary, Research Director, Unit Committee Given; N. E. A. Officials and Speaker on International Goodwill Heard

THE President called the meeting to order and announced that Mr. Schueneman would again lead in assembly singing, after which the President called for the report of Committee on Credentials; whereupon the chairman of that committee, Edgar C. Pruitt, read the following:

### Report of Committee on Credentials

Mr. President and Members of the Association:

Your Committee on Credentials begs leave to report as follows:

Each division is entitled to have one delegate in the person of the president-elect, three delegates as members of the Governing Committees, and an additional number of delegates according to the membership of its division.

The Southern Division with an enrollment of 2,824 members is entitled to 32 delegates; reported 32.

The Southwestern Division with an enrollment of 3,157 members is entitled to 36 delegates; reported 30.

The Southeastern Division with an enrollment of 1,219 members is entitled to 16 delegates; reported 16.

The Eastern Division with an enrollment of 1,723 is entitled to 21 delegates; reported 22.

The Western Division with an enrollment of 1,914 members is entitled to 23 delegates; reported 21.

The South Central Division with an enrollment of 2,919, is entitled to 33 delegates; reported 33.

The Central Division with an enrollment of 2,331 members is entitled to 27 members; reported 27.

The East Central Division with an enrollment of 2,488 members is entitled to 29 delegates; reported 27.

The Illinois Valley Division with an enrollment of 1,585 members is entitled to 20 delegates, reported 20.

The Black Hawk Division with an enrollment of 1,260 members is entitled to 17 delegates; reported 17.

The Northwestern Division with an enrollment of 1,522 members is entitled to 19 delegates; reported 19.

The Rock River Division with an enrollment of 1,304 members is entitled to 17 delegates; reported 16.

The Northeastern Division with an enrollment of 1,818 members is entitled to 22 delegates; reported 22.

The DuPage Valley Division with an enrollment of 668 members is entitled to 11 delegates; reported 8.

The Lake Shore Division with an enrollment of 3,092 members is entitled to 35 delegates; reported 34.

The Chicago Division with an enrollment of 7,062 members is entitled to 75 delegates; reported 74.

One name of delegate from the Eastern Division which reported a surplus of one, was withdrawn from the number of delegates of that division to conform to the number of delegates to which said division was entitled.

Additional delegates have been selected to fill the vacancies in divisions reporting a shortage.

No contests were reported.

In cases where the regularly appointed delegates or alternates were both absent, the chairman of the respective divisions appointed qualified delegates to serve.

The credential cards have been issued. Delegates or alternates who have not received cards may obtain them by asking the chairman of their division.

Sixteen past presidents have been issued credential cards.

Chairmen of the Governing Committees have been given proper credentials.

The State Superintendent of Public Instruction is a delegate by virtue of his office, and has been handed a credential card.

The Past Secretary has been given a credential card.

| | |
|---|---|
| Total delegates for Divisions | 433 |
| Past Presidents | 16 |
| Chairmen of Governing Committees | 3 |
| Superintendent of Public Instruction | 1 |
| Past Secretary | 1 |
| Grand Total Number of Delegates | 454 |

Respectfully submitted,
*Edgar C. Pruitt, Chairman.*

Mr. Pruitt moved that the report be adopted. The motion was duly seconded, and was carried by vote of the Representative Assembly.

The President next called for the report of the Secretary; whereupon, Mr. Robert C. Moore, Secretary, read the following:

### Report of Secretary

TO the Officers and the Representative Assembly of the Illinois State Teachers Association:

I beg leave to submit the following report of the membership and general activities of the Association and of my office during the past year.

The Association enrolled 36,886 members this year, which is a gain of 1790 over the number enrolled last year, and the largest number ever enrolled by the Association. I am submitting herewith Table I, which is a comparison of the enrollment by divisions this year with that of last year; and also Table II, which makes a similar comparison of enrollment by counties.

You will notice that some counties are credited with more than one hundred per cent enrollment. This is because the basis for computation is the number of teachers employed as reported to the Superintendent of Public Instruction last year, and all the teachers employed and several not employed joined the Association. This is especially true in counties containing the State Normal Universities and Teachers Colleges.

A classification of counties arranged according to their per cent of enrollment is as follows:

**100 per cent or more:** Alexander Bureau, Champaign, Clay, Coles, Crawford, DeKalb, DuPage, Grundy, Henry, Jackson, Johnson, Kane, Knox, LaSalle, Lawrence, McDonough, McLean, Madison, Massac, Menard, Monroe, Morgan, Moultrie, Perry, Piatt, Pulaski, Randolph, Richland, Rock Island, St. Clair, Sangamon, Stephenson, Union, Will, Vermilion, Wabash, Williamson, Winnebago. (39.)

**90 to 99 per cent:** Boone, Clark, Cumberland, DeWitt, Douglas, Edgar, Franklin, Kankakee, Lake, Lee, Macon, Macoupin, Marshall, Mercer, Ogle, Putnam, Saline, Shelby, Warren, Whiteside. (20.)

**80 to 89 per cent:** Brown, Carroll, Cass, Edwards, Effingham, Henderson, Iroquois, Jasper, Jersey. (9.)

**70 to 79 per cent:** Christian, Fulton,

TABLE I—ENROLLMENT BY DIVISIONS

| Division | Place of Meeting, 1929 | Enrollment 1929 | Enrollment 1928 | Gain | Loss |
|---|---|---|---|---|---|
| Southern | Carbondale | 2,824 | 2,751 | 73 | |
| Southwestern | East St. Louis | 3,157 | 3,025 | 132 | |
| Southeastern | Robinson | 1,219 | 1,269 | | 50 |
| Eastern | Charleston | 1,723 | 1,817 | | 94 |
| Western | Galesburg | 1,914 | 1,818 | 96 | |
| South Central | Springfield | 2,919 | 2,772 | 147 | |
| Central | Normal | 2,331 | 1,820 | 511 | |
| East Central | Urbana | 2,488 | 2,347 | 141 | |
| Illinois Valley | Ottawa | 1,585 | 1,528 | 57 | |
| Black Hawk | Moline | 1,260 | 1,525 | | 265 |
| Northwestern | Freeport | 1,522 | 2,310 | | 788 |
| Rock River | DeKalb | 1,304 | | 1,304 | |
| Northeastern | Joliet | 1,818 | 2,421 | | 603 |
| DuPage Valley | Wheaton | 668 | | 668 | |
| Lake Shore | LaGrange | 3,092 | 2,894 | 198 | |
| Chicago | Chicago | 7,062 | 6,799 | 263 | |
| | Totals | 36,886 | 35,096 | 3,590 | 1,800 |
| | Net Gain | | | 1,790 | |

Gallatin, Jo Daviess, Kendall, Marion, Peoria, Pope, Tazewell. (9.)

**60 to 69 per cent:** Clinton, Cook, Ford, Stark, White. (5.)

**50 to 59 per cent:** Calhoun, Jefferson, Livingston, Logan, McHenry, Schuyler, Scott, Washington, Woodford. (9.)

**40 to 49 per cent:** Adams, Greene, Hancock, Hardin. (4.)

**30 to 39 per cent:** Bond, Mason, Montgomery. (3.)

**Less than 30 per cent:** Fayette, Hamilton, Pike, Wayne. (4.)

(Note: Mr. A. N. Barron, County Superintendent of Kendall County, later stated that his county enrolled 100 per cent or more of the number of teachers employed; but I do not feel justified in making the change in the above report, since we have given that county credit for all the names we received from it. If I find later that the mistake is mine, I shall be glad to acknowledge it and to give the county full credit).

## Division Meetings

There are now sixteen territorial divisions in the state for local association meetings. Two new ones held their first meetings this year. They are the Rock River Division which met at DeKalb, and the DuPage Valley Division which met at Wheaton. The first enrolled 1304 members and caused a reduction of 788 members in the Northwestern Division and of 265 members in the Black Hawk Division, since it was formerly a part of those divisions. The second enrolled 668 members and caused a reduction of 603 members in the Northeastern Division of which it was formerly a part. All the sixteen divisions had interesting and helpful programs as have been reported in the ILLINOIS TEACHER.

Just here I wish to acknowledge the obligations our State Association office owes to the officers of the local divisions. Without exception they have done their very best to perform their duties and make their reports to us in such a way as will best promote the interests of our organization. Only one embarrassing error was made this year.

It seems that the problem of creating more new divisions, or of changing the boundaries of existing divisions, is always with us. Some of the reasons offered are the building of cement roads which make it easier to reach the meeting place of other divisions than to the one in which the teacher now works, and the lack of hotel facilities and of auditorium seating capacity where some of the meetings are held.

Certainly these things ought to be considered by this body, since it has authority either to change boundaries or make new divisions. On the other hand it should be remembered that the membership of a division ought to be sufficiently large to guarantee a real interest in the meeting and the necessary funds for providing a really helpful program.

## The Illinois Teacher

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In fact, advertising is one of the important sources of our income, since it pays a large part of the cost of producing the ILLINOIS TEACHER, which otherwise would necessarily be charged to our general fund coming from the membership fees. During a recent year the advertising in the ILLINOIS TEACHER amounted to between fifteen and sixteen thousand dollars and probably amounted to that this

TABLE II.—ENROLLMENT BY COUNTIES

| County | Enrolled 1929 | Teachers Employed | Per Cent Enrolled | Enrolled 1928 | Gain | Loss |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Adams | 191 | 449 | 43 | 180 | 11 | |
| Alexander | 198 | 194 | 102 | 196 | 2 | |
| Bond | 58 | 160 | 36 | 79 | | 21 |
| Boone | 124 | 134 | 93 | 144 | | 20 |
| Brown | 77 | 96 | 80 | 65 | 12 | |
| Bureau | 416 | 414 | 100 | 428 | | 12 |
| Calhoun | 30 | 53 | 57 | 27 | 3 | |
| Carroll | 181 | 212 | 85 | 160 | 21 | |
| Cass | 142 | 176 | 84 | 151 | | 9 |
| Champaign | 625 | 581 | 108 | 609 | 16 | |
| Christian | 285 | 371 | 77 | 286 | | 1 |
| Clark | 194 | 202 | 96 | 191 | 3 | |
| Clay | 167 | 165 | 101 | 164 | 3 | |
| Clinton | 84 | 136 | 62 | 84 | | |
| Coles | 374 | 292 | 128 | 374 | | |
| Cook | 9,541 | 15,888 | 60 | 9,104 | 437 | |
| Crawford | 228 | 214 | 106 | 173 | 55 | |
| Cumberland | 120 | 136 | 92 | 120 | | |
| De Kalb | 402 | 367 | 110 | 326 | 76 | |
| De Witt | 197 | 206 | 96 | 127 | 70 | |
| Douglas | 221 | 229 | 97 | 192 | 29 | |
| Du Page | 671 | 560 | 120 | 516 | 155 | |
| Edgar | 248 | 262 | 95 | 261 | | 13 |
| Edwards | 78 | 90 | 87 | 95 | | 17 |
| Effingham | 140 | 159 | 88 | 142 | | 2 |
| Fayette | 53 | 228 | 23 | 62 | | 9 |
| Ford | 126 | 203 | 62 | 97 | 29 | |
| Franklin | 498 | 507 | 98 | 489 | 9 | |
| Fulton | 348 | 438 | 79 | 278 | 70 | |
| Gallatin | 78 | 106 | 74 | 75 | 3 | |
| Greene | 94 | 207 | 45 | 122 | | 28 |
| Grundy | 179 | 177 | 101 | 148 | 31 | |
| Hamilton | 33 | 126 | 26 | 24 | 9 | |
| Hancock | 151 | 327 | 46 | 152 | | 1 |
| Hardin | 23 | 55 | 42 | 16 | 7 | |
| Henderson | 92 | 114 | 81 | 90 | 2 | |
| Henry | 418 | 420 | 100 | 426 | | 8 |
| Iroquois | 336 | 402 | 84 | 302 | 34 | |
| Jackson | 418 | 332 | 126 | 403 | 15 | |
| Jasper | 133 | 149 | 89 | 132 | 1 | |
| Jefferson | 143 | 287 | 50 | 132 | 11 | |
| Jersey | 99 | 113 | 88 | 73 | 26 | |
| Jo Daviess | 159 | 204 | 74 | 122 | 29 | |
| Johnson | 119 | 112 | 106 | 98 | 21 | |
| Kane | 849 | 760 | 112 | 869 | | 20 |
| Kankakee | 344 | 351 | 98 | 305 | 39 | |
| Kendall | 86 | 109 | 79 | 99 | | 13 |
| Knox | 440 | 425 | 104 | 436 | 4 | |
| Lake | 621 | 650 | 96 | 589 | 32 | |
| LaSalle | 794 | 761 | 104 | 756 | 38 | |
| Lawrence | 199 | 189 | 105 | 191 | 8 | |
| Lee | 284 | 304 | 93 | 253 | 31 | |
| Livingston | 227 | 429 | 53 | 55 | 172 | |
| Logan | 163 | 280 | 58 | 147 | 16 | |
| McDonough | 304 | 288 | 106 | 319 | | 15 |
| McHenry | 182 | 325 | 56 | 196 | | 14 |
| McLean | 703 | 649 | 108 | 431 | 272 | |
| Macon | 541 | 547 | 99 | 505 | 36 | |
| Macoupin | 476 | 511 | 93 | 467 | 9 | |
| Madison | 852 | 795 | 107 | 765 | 87 | |
| Marion | 236 | 317 | 74 | 238 | | 2 |
| Marshall | 155 | 157 | 99 | 171 | | 16 |
| Mason | 56 | 185 | 30 | 57 | | 1 |
| Massac | 134 | 121 | 111 | 133 | | |
| Menard | 119 | 116 | 103 | 126 | | 7 |
| Mercer | 196 | 199 | 98 | 196 | | |
| Monroe | 95 | 92 | 103 | 76 | 19 | |
| Montgomery | 138 | 351 | 39 | 118 | 20 | |
| Morgan | 293 | 266 | 110 | 274 | 19 | |
| Moultrie | 157 | 151 | 104 | 150 | 7 | |
| Ogle | 277 | 303 | 91 | 286 | | 9 |
| Peoria | 567 | 735 | 77 | 640 | | 73 |
| Perry | 207 | 188 | 110 | 200 | 7 | |
| Piatt | 221 | 215 | 103 | 220 | 1 | |
| Pike | 91 | 310 | 29 | 20 | 71 | |
| Pope | 58 | 76 | 76 | 75 | | 17 |
| Pulaski | 129 | 124 | 104 | 136 | | 7 |
| Putnam | 71 | 74 | 96 | 65 | 6 | |
| Randolph | 257 | 225 | 114 | 226 | 31 | |
| Richland | 157 | 143 | 110 | 142 | 15 | |
| Rock Island | 641 | 600 | 107 | 619 | 22 | |
| St. Clair | 978 | 879 | 111 | 958 | 20 | |
| Saline | 274 | 283 | 97 | 254 | 20 | |
| Sangamon | 799 | 778 | 103 | 800 | | 1 |
| Schuyler | 72 | 138 | 52 | 67 | 5 | |
| Scott | 55 | 94 | 59 | 42 | 13 | |
| Shelby | 256 | 281 | 91 | 233 | 23 | |
| Stark | 81 | 125 | 65 | 81 | | |
| Stephenson | 318 | 291 | 109 | 276 | 42 | |
| Tazewell | 290 | 401 | 72 | 252 | 38 | |
| Union | 166 | 160 | 104 | 170 | | 4 |
| Vermilion | 870 | 753 | 116 | 846 | 24 | |
| Wabash | 124 | 114 | 109 | 113 | 11 | |
| Warren | 235 | 238 | 99 | 236 | | 1 |
| Washington | 72 | 136 | 53 | 74 | | 2 |
| Wayne | 35 | 212 | 17 | 232 | | 197 |
| White | 128 | 205 | 62 | 189 | | 61 |
| Whiteside | 310 | 343 | 90 | 304 | 6 | |
| Will | 687 | 657 | 105 | 669 | 18 | |
| Williamson | 451 | 449 | 100 | 450 | 1 | |
| Winnebago | 751 | 718 | 105 | 759 | | 8 |
| Woodford | 130 | 227 | 57 | 92 | 38 | |
| Unclassified | | | | 13 | | 13 |
| Totals | 36,886 | 46,044 | 80 | 35,096 | 2,412 | 622 |
| Total gain | | | | | 1,790 | |

# Old and New Business at Second Session

## Reports of Secretary, Research Director, Unit Committee Given; N. E. A. Officials and Speaker on International Goodwill Heard

THE President called the meeting to order and announced that Mr. Schueneman would again lead in assembly singing, after which the President called for the report of Committee on Credentials; whereupon the chairman of that committee, Edgar C. Pruitt, read the following:

### Report of Committee on Credentials

Mr. President and Members of the Association:

Your Committee on Credentials begs leave to report as follows:

Each division is entitled to have one delegate in the person of the president-elect, three delegates as members of the Governing Committees, and an additional number of delegates according to the membership of its division.

The Southern Division with an enrollment of 2,824 members is entitled to 32 delegates; reported 32.

The Southwestern Division with an enrollment of 3,157 members is entitled to 36 delegates; reported 30.

The Southeastern Division with an enrollment of 1,219 members is entitled to 16 delegates; reported 16.

The Eastern Division with an enrollment of 1,723 is entitled to 21 delegates; reported 22.

The Western Division with an enrollment of 1,914 members is entitled to 23 delegates; reported 21.

The South Central Division with an enrollment of 2,919, is entitled to 33 delegates; reported 33.

The Central Division with an enrollment of 2,331 members is entitled to 27 members; reported 27.

The East Central Division with an enrollment of 2,488 members is entitled to 29 delegates; reported 27.

The Illinois Valley Division with an enrollment of 1,585 members is entitled to 20 delegates, reported 20.

The Black Hawk Division with an enrollment of 1,260 members is entitled to 17 delegates; reported 17.

The Northwestern Division with an enrollment of 1,522 members is entitled to 19 delegates; reported 19.

The Rock River Division with an enrollment of 1,304 members is entitled to 17 delegates; reported 16.

The Northeastern Division with an enrollment of 1,818 members is entitled to 22 delegates; reported 22.

The DuPage Valley Division with an enrollment of 668 members is entitled to 11 delegates; reported 8.

The Lake Shore Division with an enrollment of 3,092 members is entitled to 35 delegates; reported 34.

The Chicago Division with an enrollment of 7,062 members is entitled to 75 delegates; reported 74.

One name of delegate from the Eastern Division which reported a surplus of one, was withdrawn from the number of delegates of that division to conform to the number of delegates to which said division was entitled.

Additional delegates have been selected to fill the vacancies in divisions reporting a shortage.

No contests were reported.

In cases where the regularly appointed delegates or alternates were both absent, the chairman of the respective divisions appointed qualified delegates to serve.

The credential cards have been issued. Delegates or alternates who have not received cards may obtain them by asking the chairman of their division.

Sixteen past presidents have been issued credential cards.

Chairmen of the Governing Committees have been given proper credentials.

The State Superintendent of Public Instruction is a delegate by virtue of his office, and has been handed a credential card.

The Past Secretary has been given a credential card.

| | |
|---|---|
| Total delegates for Divisions | 433 |
| Past Presidents | 16 |
| Chairmen of Governing Committees | 3 |
| Superintendent of Public Instruction | 1 |
| Past Secretary | 1 |
| Grand Total Number of Delegates | 454 |

Respectfully submitted,
*Edgar C. Pruitt, Chairman.*

Mr. Pruitt moved that the report be adopted. The motion was duly seconded, and was carried by vote of the Representative Assembly.

The President next called for the report of the Secretary; whereupon, Mr. Robert C. Moore, Secretary, read the following:

### Report of Secretary

TO the Officers and the Representative Assembly of the Illinois State Teachers Association:

I beg leave to submit the following report of the membership and general activities of the Association and of my office during the past year.

The Association enrolled 36,886 members this year, which is a gain of 1790 over the number enrolled last year, and the largest number ever enrolled by the Association. I am submitting herewith Table I, which is a comparison of the enrollment by divisions this year with that of last year; and also Table II, which makes a similar comparison of enrollment by counties.

You will notice that some counties are credited with more than one hundred per cent enrollment. This is because the basis for computation is the number of teachers employed as reported to the Superintendent of Public Instruction last year, and all the teachers employed and several not employed joined the Association. This is especially true in counties containing the State Normal Universities and Teachers Colleges.

A classification of counties arranged according to their per cent of enrollment is as follows:

**100 per cent or more:** Alexander Bureau, Champaign, Clay, Coles, Crawford, DeKalb, DuPage, Grundy, Henry, Jackson, Johnson, Kane, Knox, LaSalle, Lawrence, McDonough, McLean, Madison, Massac, Menard, Monroe, Morgan, Moultrie, Perry, Piatt, Pulaski, Randolph, Richland, Rock Island, St. Clair, Sangamon, Stephenson, Union, Will, Vermilion, Wabash, Williamson, Winnebago. (39.)

**90 to 99 per cent:** Boone, Clark, Cumberland, DeWitt, Douglas, Edgar, Franklin, Kankakee, Lake, Lee, Macon, Macoupin, Marshall, Mercer, Ogle, Putnam, Saline, Shelby, Warren, Whiteside. (20.)

**80 to 89 per cent:** Brown, Carroll, Cass, Edwards, Effingham, Henderson, Iroquois, Jasper, Jersey. (9.)

**70 to 79 per cent:** Christian, Fulton,

TABLE I—ENROLLMENT BY DIVISIONS

| Division | Place of Meeting, 1929 | Enrollment 1929 | Enrollment 1928 | Gain | Loss |
|---|---|---|---|---|---|
| Southern | Carbondale | 2,824 | 2,751 | 73 | |
| Southwestern | East St. Louis | 3,157 | 3,025 | 132 | |
| Southeastern | Robinson | 1,219 | 1,269 | | 50 |
| Eastern | Charleston | 1,723 | 1,817 | | 94 |
| Western | Galesburg | 1,914 | 1,818 | 96 | |
| South Central | Springfield | 2,919 | 2,772 | 147 | |
| Central | Normal | 2,331 | 1,820 | 511 | |
| East Central | Urbana | 2,488 | 2,347 | 141 | |
| Illinois Valley | Ottawa | 1,585 | 1,528 | 57 | |
| Black Hawk | Moline | 1,260 | 1,525 | | 265 |
| Northwestern | Freeport | 1,522 | 2,310 | | 788 |
| Rock River | DeKalb | 1,304 | | 1,304 | |
| Northeastern | Joliet | 1,818 | 2,421 | | 603 |
| DuPage Valley | Wheaton | 668 | | 668 | |
| Lake Shore | LaGrange | 3,092 | 2,894 | 198 | |
| Chicago | Chicago | 7,062 | 6,799 | 263 | |
| | Totals | 36,886 | 35,096 | 3,590 | 1,800 |
| | Net Gain | | | 1,790 | |

Gallatin, Jo Daviess, Kendall, Marion, Peoria, Pope, Tazewell. (9.)

**60 to 69 per cent:** Clinton, Cook, Ford, Stark, White. (5.)

**50 to 59 per cent:** Calhoun, Jefferson, Livingston, Logan, McHenry, Schuyler, Scott, Washington, Woodford. (9.)

**40 to 49 per cent:** Adams, Greene, Hancock, Hardin. (4.)

**30 to 39 per cent:** Bond, Mason, Montgomery. (3.)

**Less than 30 per cent:** Fayette, Hamilton, Pike, Wayne. (4.)

(Note: Mr. A. N. Barron, County Superintendent of Kendall County, later stated that his county enrolled 100 per cent or more of the number of teachers employed; but I do not feel justified in making the change in the above report, since we have given that county credit for all the names we received from it. If I find later that the mistake is mine, I shall be glad to acknowledge it and to give the county full credit).

## Division Meetings

There are now sixteen territorial divisions in the state for local association meetings. Two new ones held their first meetings this year. They are the Rock River Division which met at DeKalb, and the DuPage Valley Division which met at Wheaton. The first enrolled 1304 members and caused a reduction of 788 members in the Northwestern Division and of 265 members in the Black Hawk Division, since it was formerly a part of those divisions. The second enrolled 668 members and caused a reduction of 603 members in the Northeastern Division of which it was formerly a part. All the sixteen divisions had interesting and helpful programs as have been reported in the ILLINOIS TEACHER.

Just here I wish to acknowledge the obligations our State Association office owes to the officers of the local divisions. Without exception they have done their very best to perform their duties and make their reports to us in such a way as will best promote the interests of our organization. Only one embarrassing error was made this year.

It seems that the problem of creating more new divisions, or of changing the boundaries of existing divisions, is always with us. Some of the reasons offered are the building of cement roads which make it easier to reach the meeting place of other divisions than to the one in which the teacher now works, and the lack of hotel facilities and of auditorium seating capacity where some of the meetings are held.

Certainly these things ought to be considered by this body, since it has authority either to change boundaries or make new divisions. On the other hand it should be remembered that the membership of a division ought to be sufficiently large to guarantee a real interest in the meeting and the necessary funds for providing a really helpful program.

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|---|---|---|---|---|---|---|
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| Alexander | 198 | 194 | 102 | 196 | 2 | |
| Bond | 58 | 160 | 36 | 79 | | 21 |
| Boone | 124 | 134 | 93 | 144 | | 20 |
| Brown | 77 | 96 | 80 | 65 | 12 | |
| Bureau | 416 | 414 | 100 | 428 | | 12 |
| Calhoun | 30 | 53 | 57 | 27 | 3 | |
| Carroll | 181 | 212 | 85 | 160 | 21 | |
| Cass | 142 | 170 | 84 | 151 | | 9 |
| Champaign | 625 | 581 | 108 | 609 | 16 | |
| Christian | 285 | 371 | 77 | 286 | | 1 |
| Clark | 194 | 202 | 96 | 191 | 3 | |
| Clay | 167 | 165 | 101 | 164 | 3 | |
| Clinton | 84 | 136 | 62 | 84 | | |
| Coles | 374 | 292 | 128 | 374 | | |
| Cook | 9,541 | 15,888 | 60 | 9,104 | 437 | |
| Crawford | 228 | 214 | 106 | 173 | 55 | |
| Cumberland | 120 | 130 | 92 | 120 | | |
| De Kalb | 402 | 367 | 110 | 326 | 76 | |
| De Witt | 197 | 206 | 96 | 127 | 70 | |
| Douglas | 221 | 229 | 97 | 192 | 29 | |
| Du Page | 671 | 560 | 120 | 516 | 155 | |
| Edgar | 248 | 262 | 95 | 261 | | 13 |
| Edwards | 78 | 90 | 87 | 95 | | 17 |
| Effingham | 140 | 159 | 88 | 142 | | 2 |
| Fayette | 53 | 228 | 23 | 62 | | 9 |
| Ford | 126 | 203 | 62 | 97 | 29 | |
| Franklin | 498 | 507 | 98 | 489 | 9 | |
| Fulton | 348 | 438 | 79 | 278 | 70 | |
| Gallatin | 78 | 106 | 74 | 75 | 3 | |
| Greene | 94 | 207 | 45 | 122 | | 28 |
| Grundy | 179 | 177 | 101 | 148 | 31 | |
| Hamilton | 33 | 126 | 26 | 24 | 9 | |
| Hancock | 151 | 327 | 46 | 152 | | 1 |
| Hardin | 23 | 55 | 42 | 16 | 7 | |
| Henderson | 92 | 114 | 81 | 90 | 2 | |
| Henry | 418 | 420 | 100 | 426 | | 8 |
| Iroquois | 336 | 402 | 84 | 302 | 34 | |
| Jackson | 418 | 332 | 126 | 403 | 15 | |
| Jasper | 133 | 149 | 89 | 132 | 1 | |
| Jefferson | 143 | 287 | 50 | 132 | 11 | |
| Jersey | 99 | 113 | 88 | 73 | 26 | |
| Jo Daviess | 153 | 204 | 74 | 122 | 29 | |
| Johnson | 119 | 112 | 106 | 98 | 21 | |
| Kane | 849 | 760 | 112 | 869 | | 20 |
| Kankakee | 344 | 351 | 98 | 305 | 39 | |
| Kendall | 86 | 109 | 79 | 99 | | 13 |
| Knox | 440 | 425 | 104 | 436 | 4 | |
| Lake | 621 | 650 | 96 | 589 | 32 | |
| LaSalle | 794 | 761 | 104 | 756 | 38 | |
| Lawrence | 199 | 189 | 105 | 191 | 8 | |
| Lee | 284 | 304 | 93 | 253 | 31 | |
| Livingston | 227 | 429 | 53 | 55 | 172 | |
| Logan | 163 | 280 | 58 | 147 | 16 | |
| McDonough | 304 | 288 | 106 | 319 | | 15 |
| McHenry | 182 | 325 | 56 | 196 | | 14 |
| McLean | 703 | 649 | 108 | 431 | 272 | |
| Macon | 541 | 547 | 99 | 505 | 36 | |
| Macoupin | 476 | 511 | 93 | 467 | 9 | |
| Madison | 852 | 795 | 107 | 765 | 87 | |
| Marion | 236 | 317 | 74 | 238 | | 2 |
| Marshall | 155 | 157 | 99 | 171 | | 16 |
| Mason | 56 | 185 | 30 | 57 | | 1 |
| Massac | 134 | 121 | 111 | 133 | | |
| Menard | 119 | 116 | 103 | 126 | | 7 |
| Mercer | 196 | 199 | 98 | 196 | | |
| Monroe | 95 | 92 | 103 | 76 | 19 | |
| Montgomery | 138 | 351 | 39 | 118 | 20 | |
| Morgan | 293 | 266 | 110 | 274 | 19 | |
| Moultrie | 157 | 151 | 104 | 150 | 7 | |
| Ogle | 277 | 303 | 91 | 286 | | 9 |
| Peoria | 567 | 735 | 77 | 640 | | 73 |
| Perry | 207 | 188 | 110 | 200 | 7 | |
| Piatt | 221 | 215 | 103 | 220 | 1 | |
| Pike | 91 | 310 | 29 | 20 | 71 | |
| Pope | 58 | 76 | 76 | 75 | | 17 |
| Pulaski | 129 | 124 | 104 | 136 | | 7 |
| Putnam | 71 | 74 | 96 | 65 | 6 | |
| Randolph | 257 | 225 | 114 | 226 | 31 | |
| Richland | 157 | 143 | 110 | 142 | 15 | |
| Rock Island | 641 | 600 | 107 | 619 | 22 | |
| St. Clair | 978 | 879 | 111 | 958 | 20 | |
| Saline | 274 | 283 | 97 | 254 | 20 | |
| Sangamon | 799 | 778 | 103 | 800 | | 1 |
| Schuyler | 72 | 138 | 52 | 67 | 5 | |
| Scott | 55 | 94 | 59 | 42 | 13 | |
| Shelby | 256 | 281 | 91 | 233 | 23 | |
| Stark | 81 | 125 | 65 | 81 | | |
| Stephenson | 318 | 291 | 109 | 276 | 42 | |
| Tazewell | 290 | 401 | 72 | 252 | 38 | |
| Union | 166 | 160 | 104 | 170 | | 4 |
| Vermilion | 870 | 753 | 116 | 846 | 24 | |
| Wabash | 124 | 114 | 109 | 113 | 11 | |
| Warren | 235 | 238 | 99 | 236 | | 1 |
| Washington | 72 | 136 | 53 | 74 | | 2 |
| Wayne | 35 | 212 | 17 | 232 | | 197 |
| White | 128 | 205 | 62 | 189 | | 61 |
| Whiteside | 310 | 343 | 90 | 304 | 6 | |
| Will | 687 | 657 | 105 | 669 | 18 | |
| Williamson | 451 | 449 | 100 | 450 | 1 | |
| Winnebago | 751 | 718 | 105 | 759 | | 8 |
| Woodford | 130 | 227 | 57 | 92 | 38 | |
| Unclassified | | | | 13 | | 13 |
| Totals | 36,886 | 46,044 | 80 | 35,096 | 2,412 | 622 |
| Total gain | | | | | 1,790 | |

year. But now the publisher is complaining that he will suffer losses this year, since advertising is very hard to get at fair rates on account of depression in business and the competition of similar magazines and other advertising agencies. If this very fruitful source of income is to be retained, our membership should co-operate in every way possible with the publisher by reading advertisements, corresponding with advertisers, and patronizing them when in need of such supplies as they advertise. It might be well also, when approached by agents and salesmen, to suggest to them that their companies advertise their wares in the ILLINOIS TEACHER.

Of course if you do not believe our official organ should admit advertising to its columns, then you should make plans to make up the deficiency or reduce other expenses.

The editor, the assistant editor, and the whole office staff have done their best to provide a content in the ILLINOIS TEACHER that would be of interest to our members and at the same time serve its organic function. We admit this is a difficult problem unless practically all of our readers are deeply interested in the purposes and activities of the association. We most heartily recommend that teachers discuss the matter contained in the official organ at their local meetings, and then write to the editor whatever constructive criticism they may have, keeping in mind the fact that it is not really a technical journal adapted to the classroom needs of any particular type of teacher, but that it is the organ of a great, all-inclusive teachers association, including all types of teachers and departments of education.

During the past year, in accordance with our request, every division treasurer has sent to our office the original enrollment cards of the members of his division. These have been of invaluable assistance to our office and to the publisher of the ILLINOIS TEACHER, and we sincerely hope this practice will be continued. We shall be willing to return to the local treasurer typewritten lists of the members enrolled this year.

Some confusion has existed with regard to the time when subscriptions begin. Many teachers seem to believe that they should receive the ILLINOIS TEACHER within a few days after paying their dues. However, in many cases this is impossible for the following reasons: (1) It often takes a few weeks after the division meeting for the local treasurer to check up the enrollment cards and send them to our office; (2) It takes some time for our office to check up these cards and enter the names on our list; (3) It takes some time for the printer to sort the names, make the addressograph plates, and thus get ready to send the first copy.

Therefore, we have adopted the plan of starting all subscriptions of those who join in the first half of the year with the September number (there being no issues in July and August) and of those who join at the fall meetings with the following January number; but all members will receive a full year's subscription from the time it starts.

## Other Publicity

Very few educational news bulletins were issued the past year on account of the concentration of work on the legislative program. However several thousand pamphlets entitled "Public School Catechism" were distributed to the superintendent with a request that they distribute them to their teachers and to the general public.

During the session of the General Assembly ten legislative bulletins were issued at intervals of from one to two weeks. These were sent to about eighteen hundred of our correspondents, who were well distributed over the state and made up of our legislative committee, the auxiliary legislative committee, and the leaders of other civic organizations who had expressed a desire to co-operate with us and to lend assistance in our legislative campaign. Numerous mimeographed pamphlets containing the findings of our research department were mailed by the director of that department and by the secretary. I take this opportunity to recommend that the more important of the findings of this department be printed in pamphlet or booklet form for a more general distribution over the state. We have been able to publish in the ILLINOIS TEACHER only summaries of these findings, and many of them deserve to be published in full and to be available to others than the readers of the ILLINOIS TEACHER.

## Legislative Duties

In accordance with the resolution adopted by the Representative Assembly last year, with directions given me by the Board of Directors, and the advice of the committee on legislation, your secretary spent the first half of the year directing the legislative campaign. Since this campaign was quite fully reported in the September number of the ILLINOIS TEACHER, and since the chairman of the legislative committee is to make a report to you later, I shall here omit any further reference to the matter.

## Field Work

The field work this year was narrowly limited by the legislative duties of the secretary. However, I have made several addresses to teachers' institutes, local Chambers of Commerce, Rotary Clubs, and women's organizations in fifteen or sixteen counties.

The impression I get from these contacts is that there is a strong interest in public education in Illinois and in the problems confronting administrators.

## Strictly Secretarial Duties

Your secretary has during the past year performed the usual clerical duties of such a position. He kept a record of the proceedings of the annual meeting last year, arranged them in form for printing and publishing in the February number of the ILLINOIS TEACHER. He met with the Board of Directors at each of its several meetings during the year, kept the minutes and published these minutes as a matter of official record in the ILLINOIS TEACHER. He met many times with the different committees, such as the Committee on Legislation, the Committee on Larger District Unit, and the Committee on State School Fund. He also attended to the business relations between the divisions and the State Association, collected the enrollment cards from the several divisions and furnished them to the publisher of the ILLINOIS TEACHER. He also attended to the correspondence of the office which has been unusually heavy during the past year.

## The Office Staff

The office staff of the Association now consists of the Director of Research, his assistant, the secretary of the association, and the assistant editor. The director of research will make his own report; but I wish to say that the relations among the employees have been harmonious and agreeable, at least as far as I am concerned, and I believe the employees have all done their best to render good service.

Another important employee is the part-time stenographer for the secretary. We have had two or three different persons try this work, but I now hope I have found a stenographer who will continue during my present term of office.

We find that the amount of work in the office varies much from time to time and during the heavy seasons it is necessary at times for both assistant editor and the director of research to call in extra help. This makes the office expenses heavier than they would otherwise be.

## What of the Future?

The Illinois State Teachers Association is now generally recognized as being a potent factor in promoting the progress of education in the state. More and more, other groups of the public are looking to us to propose solutions of the problems confronting our educational system. More and more our organization is being looked to for leadership in educational progress. This gives us a transcendant opportunity for service and places upon us a heavy and solemn repsonsibility.

What are some of the problems now challenging us?

Of course teachers always have the problem of making their teaching more effective, of giving better service to the children. Therefore, in our division meetings and the state meeting, we should continue the discussion of the proper organization and administration of the schools and of the most effective methods of teaching.

Financing the schools is also a perpetual problem. How much money should be spent on the schools? How much for teaching? How much for building and equipment? How much for administration? What shall be the sources of school revenue? How shall we equalize educational support up to certain standards? What shall those standards be? And how shall the tax system be improved?

As we struggle with these problems other questions arise. For instance: How much financial support for the schools should be furnished by the state? How much by the county, if any? How much by the local school district? And what

should be the size of the local district unit, considering educational opportunities for the children, the most efficient organization and administration of the schools, and the most prolific and equitable financial support for the schools?

In the solution of these problems, our Association must play its part. We must help as many of our members as possible to form clear conceptions of the problems. Our research department must find the facts bearing upon these problems and assisting in their solution. We must state clearly definite principles of educational improvement and progress. We must give publicity to the problems, the findings of our research department, the underlying principles that must control progress, and our plans for solving the problems. And, finally, we must co-operate with other strong groups of the public and win their support for our plans and platforms of progress.

Certainly our Association has opportunities, duties, and responsibilities sufficient to inspire its growth and activity for years to come.

—*Robert C. Moore, Secretary.*

Upon motion by a delegate, duly seconded and carried by a vote of the Representative Assembly, the report of the Secretary was accepted and placed on file.

The President next called for the report of the Director of Research, whereupon Mr. Lester Grimm read the following:

## Report of Research Department

TO the Officers and Members of the Illinois State Teachers Association:

Outside of minor routine duties of the office, the full time of myself and the stenographer working in the department was occupied during the first half of the current year with problems arising in connection with the legislative session.

During the 56th General Assembly worthy educational measures desired by the Illinois State Teachers Association were considered and for the most part supported by numerous state-wide organizations. At least a dozen influential groups other than our own were working in behalf of major bills dealing with educational matters.

The typical co-operating group came in contact with the research department in somewhat the following manner: Leaders or progressive members wrote us for information upon some definite problem outlined in our legislative program, stating that such material was desired for study. A little later came several calls from members of the organization asking for material bearing upon the topic that had been discussed before their group. Even in some cases requests were made for subject matter that could be arranged into a written discussion to be sent out in the official magazine or in other printed matter of the co-operating organization. We do not imply that these co-operative groups depended solely upon our office for information regarding bills proposed by our Association; such an implication would be untrue since official school reports and records were consulted in many cases. We know that the interest of many who wrote us had been aroused by our own members who had already provided much valuable information, especially regarding local school needs and conditions.

A few groups represented in the Illinois Joint Committee on Educational Legislation have a membership even larger than does the Illinois State Teachers Association. When individual members of such organizations become interested in our legislative recommendations and begin writing to our office for information, you may realize that the research department has been offered a splendid opportunity to serve. There was many a day immediately preceding and during the 56th General Assembly when it required the entire day to take care of the mail received. Both mimeographed and printed material were prepared to help take care of the correspondence. For each communication received from our own membership at least three letters came from members of parent-teacher groups, women's clubs, and the like. This of course may be expected since the leaders among our own membership are reached through the bulletins of the Secretary and Legislative Committee and through the ILLINOIS TEACHER. Within the past 12 months the number of calls for information coming to our office has been fully three times as large as in any previous year.

Individual legislators who were sponsoring educational bills frequently asked our office for detailed data bearing upon problems arising in connection with bills they were promoting. Even doubtful members likewise requested information in order to help them decide what stand to take upon a particular measure.

Material bearing upon every important bill proposed by our Association was prepared by our department and presented by the secretary and others to members of the Committees on Education and to individual members of both Houses of the General Assembly.

### Defensive Work

Those teachers who do not experience direct contact with the legislative sessions here at Springfield may not fully appreciate difficulties sometimes encountered here. For example, during the last session misinformation was quietly handed out by an ex-senator to certain legislators purporting to show how the new method of apportioning the state school fund was failing to meet the primary purpose of equalization. Straightway our department assembled a considerable amount of data which proved that the photostatic copies being handed out by the ex-senator were based upon the apportionment under the old distributive fund act of 1923 which was replaced by the Act of 1927; moreover, we made clear to the General Assembly that the new distributive law was equalizing in the weaker districts to some considerable measure and that such equalization could be made more effective as the state fund was increased.

During each of the three legislative sessions that the research department has witnessed, there has been a lobby—becoming ever more persistent and bitter—trying to obtain legislation that would permit the easy dissolution of many high school districts. Our department has cooperated in the defensive efforts required to counteract such movements as might have brought disastrous results to several of the high schools of Illinois. We want to say in passing that there are several high school districts in this State which—according to our judgment—do need to have boundary readjustments made, and that the time has come when legislation to that end is going to be and ought to be worked out. We believe that the responsibility of making these readjustments might well be given to the county board of education to be proposed in the bill planned by the Committee on Larger Unit.

### Miscellaneous Legislative Duties

There were many miscellaneous duties incumbent upon the research department during the 56th General Assembly. In such manner as we were able we assisted the secretary and the committees promoting legislation with such duties as preparing bills, reading and digesting bills, attending conferences and meetings, recording from day to day the legislative progress or status of our measures, planning publicity material and bulletins, and the like. The stenographer in our department stenciled and mimeographed about 1800 copies of each bulletin sent out last session; and most of the mechanical work such as tabulating and typing is done by her. I might add that she has no time whatever to spare.

### Work in Summer

The research department during the summer prepared in mimeographed form rather comprehensive reports to two of our major committees. The first was a report to our Committee on Larger Unit, involving (1) a digest of court decisions relative to the nature, extent, and exercise of legislative authority over school district boundaries, and (2) an analysis of the former bills and reports prepared by the Committee on Unit with reference to the constitutional restrictions apparently imposed by decisions of the courts.

The second report was sent to the State School Fund Committee. It consisted of a review of a few new books on the subject of state aid; a critical analysis of the newer theories underlying methods of distribution; a statistical study of the 102 counties of our State relative to their ability and effort to support education and their standing in selected school factors; an appraisal of the three methods of apportionment used in distributing the state school fund in recent years in Illinois; and a few other points relative to the tasks before the Committee.

### Salary Studies

Because of the growing interest of our membership — especially the classroom

teachers—in the subject of salaries, we undertook during the autumn a study of the salary situation in Illinois. Three mimeographed booklets have been prepared under the following titles: *Teachers' Salaries in Illinois; Salary Schedules in Illinois;* and *Regulation of Salaries of Teachers by State Authority.* Without going into details at this time, we shall say that the general salary situation in Illinois needs more attention and study than has heretofore been given in recent years.

## Other Duties

Within the current year we have contributed material bearing upon lines of our study to five different numbers of the ILLINOIS TEACHER; prepared, as mentioned above, considerable material for use upon legislative issues; attended several conferences and committee meetings where topics of interest to the Association were involved; revised such information as is frequently requested of our office — for example, lists of tax rates and assessed valuations of city and village school districts; conferred with several of our members engaged in the preparation of theses dealing with educational topics of administrative, legal, or historical nature; and endeavored to keep informed regarding current studies bearing directly upon major problems stated in the legislative program and resolutions of our Association.

## Problems Ahead

As we see it, the major needs now confronting the educational interests in Illinois and which need our earnest consideration are:

1. Formation of larger school units which will absorb many of our small school units and provide improved administration and supervision, and more effective curricular organization and teaching service;

2. Assumption by the State of its rightful responsibility in setting up mandatory educational requirements on a progressively higher level and in helping to finance adequately the common schools, especially in poorer communities.

3. Co-operation of teachers with other citizens in solving problems of the present tax system and in finding new sources of revenue such as an income tax for educational purposes;

4. Improvement of the teaching service by raising entrance requirements of beginning teachers to a level truly professional, by creating in the public mind the desire for professional teaching service only, and by improvement of our teacher-training institutions;

5. Development of improved group morale and group co-operation among teachers in order that personnel and other common problems of the profession will receive united support in solution;

6. The more general adoption of local salary schedules which will provide compensation more nearly adequate, and show due regard for training, successful experience, and responsibility of position; and also, the serious study of state minimum salary regulations.

7. Development of a more intensive program for giving information to the public regarding educational needs. It is to the general public rather than to legislative and political factions that we must look ultimately for solution of public school problems.

Of course there are other needs which might be added to the above list and which deserve our attention as a statewide Association; but we feel that our interest should center on such fundamentals as have been mentioned. Other problems of education equally as great as any named above are for the professional school of education and for local experimental schools to solve.

We feel that we ought to suggest at this time that provision should be made whereby special committees may issue more comprehensive reports upon the topics which they have studied intensively; and that as soon as the specific principles recommended in committee reports have been approved by this Representative Assembly, the committees be authorized to issue such reports as may be needed for general distribution. For example, during the last few weeks we have had many calls for reports by the Committee on Larger Unit. We are not concerned especially in meeting the several requests which have come from Georgia, North Dakota, and Pennsylvania; but we do feel that our own members and other leading citizens of Illinois ought to be supplied with sufficient information to enable them to understand the complications and the nature of the larger unit problem and the merit of the plans offered for attaining the larger unit in our own State. Problems of the public depend ultimately upon the public for practical solution.

In conclusion, we want to take this opportunity to thank those who have advised, assisted, and co-operated with our department during the past year. We trust that the department will continue to receive your faithful support and help in whatever duties it may be called upon later to perform.

Respectfully yours,
*L. R. Grimm, Director.*

The President asked what action the Association desired to take in regard to this report. Upon motion, duly seconded and carried by vote of the Representative Assembly, the report of the Director of Research was accepted and placed on file.

President Wham then announced that the next report would be made by Mrs. F. Blanche Preble, Illinois member of the Committee on Resolutions, National Education Association. Mrs. Preble made the following report:

## N. E. A. Resolutions Committee

PREVIOUS to the meeting of the National Education Association held in Philadelphia in 1926 the resolutions commitee for that great organization was not even elected until the opening of the convention. Hence if any work at all was done on the resolutions before the crowded week of the convention it was done by a few more or less unofficially appointed workers who brought in material which form a basis for the official committee to work upon when it should assemble in the convention city. In 1926, however, the legislative assembly of the N. E. A. voted unanimously that the resolutions committee elected to function in Philadelphia should be made the resolutions committee for the following year also, and that in future years the committee should be elected at the convention previous to the one at which it was to report on resolutions to be adopted. It can easily be seen that this step was a most progressive one, and makes it possible to have a committee that will be in a position to express the thought of the Nation's teachers after a year of corresponding and deliberating with each other.

The committee consists of 54 members, one from each of the 48 states and one each from Alaska, District of Columbia, Hawaii, Philippine Islands, Porto Rico, and the Virgin Islands.

To one who has been a member of the committee ever since it began working under the new plan it is most interesting and encouraging to review its progress during that time.

Near the end of the convention week the committee that is to function for the coming year meets at a time and place indicated in the official program and organizes for the year by electing a chairman and a secretary. Discussion of policies and methods then follows and it has been agreed each year at that time that such of the members as are present at the meeting of the Department of Superintendence held in February will meet informally in the convention city of that department. Formal action may be taken at the meetings of the committee held during the summer conventions, but it is understood that since this is one of the committees of the National Education Association and the winter convention is a meeting of one department only, no formal action may be taken at the winter meetings of the committee. However, the informal meetings held at that time have been most profitable.

During the year 1926-1927, which was the first year under the new plan, there was no general correspondence between the chairman and all the members except notices of meetings. The committee was informed when it met in Seattle that at the meeting held in Dallas a sub-comport was presented by the chairman and two other members, had been requested to draw up a preliminary report on resolutions to be presented at the meeting of the full committee in Seattle. This report was presented by thec hairman and was adopted after some important changes and additions had been made. No member of the committee, however, had seen the preliminary report, previous to the meeting in Seattle except the chairman who had drawn it up.

The next year under a different chairman about the same procedure was followed; the preliminary report being presented for the first time to the committee

during the summer convention week.

The next year, however, which was last year, we began to get some real advantage from the new plan. Under the chairmanship of Miss Elizabeth McCormick of Superior, Wisconsin, each member of the committee received during the year a number of letters telling of the progress of the work and asking for further cooperation and contributions. The committee held one meeting in Minneapolis and two meetings in February in Cleveland. Each member received a copy of the minutes of these meetings and each one was asked by the chairman to send to her by April 15 suggestions or resolutions which he wanted considered. About a week or ten days before the meeting held in Atlanta each member of the committee received from the chairman a complete mimeographed set of all proposed resolutions sent in up to that time. Hence during the two meetings held by the committee in Atlanta the discussions were most intelligent and fruitful. An earnest attempt was made by Miss McCormick to have every member present at the meetings in Atlanta. This of course was very hard in such a busy week; but at least, under her method, every member had an opportunity to know sometime in advance and before he left home what trend the resolutions would take.

The work this year is following much the same plan as that of last year.

Probably even the most thoughtful perusal of the resolutions for the past three years may not show that a different method is being developed and that gradually the committee is coming to be one through which is reflected the nation-wide problems and principles of the profession. But to one who has worked under both the new and the old plans it appears quite evident that this committee, which it is universally agreed is the most important one of the National Education Association, is functioning as a national committee, and is living up to the ideal that resolutions passed by this association should be national in scope and educational in character. If the procedure of last year is followed and improved upon as occasion may require it will become more and more the custom for all members of the resolutions committee to attend all meetings and to take a constructive part in the deliberations. If the state associations will provide a place on the programs of their annual meetings for reports from the respective members of the committee, as has been done here today, the different associations may be made to feel more interest in the resolutions passed by the national association.

*F. Blanche Preble.*

Upon motion duly seconded and carried, the report by Mrs. Preble was accepted and placed on file.

### Unit Committee

THE President next called for a report of the Committee on Larger District Unit. Mr. Walter F. Boyes, Chairman of that committee took the floor and made a brief explanation of the need of a larger district unit for the purposes of a better administration of our school system, a more economical expenditure of public funds, and the more equal and efficient education of children. He explained that the committee assisted by the director of research and secretary had worked long and faithfully on the problem, but had found it extremely difficult. He explained that the report was to be presented for study and constructive suggestions, and then presented the report of this committee, which is as follows:

To the Representative Assembly of the Illinois State Teachers Association:

Your committee on Larger Unit for School Taxation and Administration recognizes that the way to the accomplishment of this major need of public education in Illinois lies through the continued active good will toward the schools of the people who maintain them and the advancing knowledge on their part of what are the aims and the needs of the common schools. Means must be provided by which this advancing public opinion may take form in better school organization.

Since the beginning of public education in Illinois, the county has been used as an agent in parts of the State's plan for schools. Legislation of the more recent years has added much to the county in the way of administrative duties and more in the way of service as an intermediary between the State itself and the lower units of organization in the system, the township, the district, and the teacher.

Along with this increase in administrative and clerical work, conditions have brought to the county obligations in the supervision of otherwise unsupervised work. But in the matter of duties and responsibilities for education, the county is just one officer, the county superintendent of schools.

Whether it be through financial inducement offered by the State in the way of bonus for transportation or the like, or through their own urge stimulated by a fuller knowledge of educational needs—or both—it is to be expected that the people of the State will before long undertake seriously and purposefully the improvement of their common schools. When this movement begins the first need will be an easy way to form larger school districts.

Better schools involve better supervision. There must be for years to come many districts too small to afford or to justify proper supervision at their own expense. It would seem that the county should be manned and equipped to supervise with some adequacy such schools as are not able to provide their own supervision.

To suggest a way to meet these two needs your committee has prepared, in the form of a tentative bill, a plan for a county school district with a board of education of five members, which board shall stand in the present relation of the board of supervisors to the office of the county superintendent of schools, shall take the present duties of the township trustees and the county superintendent with reference to district boundaries, and shall prepare and publish a map of the county showing tentative larger common school districts and give the people information as to advantages of such larger districts and methods of establishing the tentative districts as actual districts.

As this draft of a tentative bill is read it will be well to keep in mind that there should be embodied in the report of the committee those sections of the present school law cited hereafter when amended to conform to the proposed sections 207 and 207a: Sections 6, 8, 9, 11, 15, 16, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 57, 58, 60, 64, 84b, 84c, 84d, 84e, 84g, 84h, 84i, 89a, 91a, 92, 96, 209; and repeal of section 56. In most sections the amendment will be merely the substitution of the name "County Board of Education" for "County Board of Supervisors," "Township Trustees," or "County Superintendent," as the case may require.

Respectfully submitted by the Committee:

*H. H. Schroeder, Normal,*
*B. C. Moore, Eureka,*
*E. O. May, Robinson,*
*Floyd T. Goodier, Chicago Heights,*
*U. J. Hoffman, Springfield,*
*Walter F. Boyes, Galesburg,*
*Chairman.*

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### Tentative Form of Bill Creating a County School District and Providing a Board of Education

Section 207. Each county in the state is hereby constituted a school district to be known as the County School District. It shall include all common school districts within the county, provided that when a common school district lies partly in two or more counties, the territory of such district shall be included in the county district of the county in which the schoolhouse is situated. In case there is a schoolhouse in more than one county,

the district shall be included in the county district in which is the greater enrollment at the time this act goes into effect.

Within ninety days after this act goes into effect there shall be elected a County Board of Education consisting of five members. Not more than one member at the time of election shall be chosen from the same common school district. No teacher or school official shall be eligible to membership on the County Board of Education. At the first meeting after the first election, the elected members shall determine by lot who shall serve for one, two, three, four, or five years, respectively, from the second Saturday of April next preceding the first election. In case of a tie vote, the election shall be determined by casting lots. In case of a tie vote in the first election, the county superintendent shall supervise the casting of lots. Thereafter, the election for members of the board shall be held annually on the second Saturday of April under the direction of the County Board of Education. After 1931 one member shall be elected annually for a term of five years. Within ten days after each election the members shall meet and organize by choosing one of the members president.

The County Superintendent of Schools shall be an ex-officio member of the board, secretary and executive officer of the board. He shall keep an accurate record of the proceedings and acts of the board and shall have the power to participate in the deliberations of the board, but not the power to vote.

For the first election the county superintendent shall designate precincts and polling places, appoint judges and clerks of election, receive the petitions for nomination of members of the board, prepare the ballots, canvass the returns, and declare the election. He shall post ten notices in different parts of the county and publish the same twice in at least one newspaper in general circulation in the county at least twenty days prior to the election. Subsequent elections shall be held under the direction of the board as provided by sections 126, 126a of this act.

The necessary expenses for the first election are hereby declared an expense of the office of the county superintendent of schools.

Voters living in a common school district which lies in two or more counties shall vote only for members of the County Board of Education in the county district in which the common school district is included.

Candidates for membership in the County Board of Education shall be nominated by petition of at least fifty legal voters filed with the county superintendent or secretary of the County Board of Education at least 20 days before the date of election. The county superintendent or secretary shall prepare the ballots and send them to the persons appointed as judges of elections.

The County Board of Education shall hold its regular meetings on the first Monday of October and quarterly thereafter and at such times as the president, the secretary, or a majority of the board may call a special meeting.

A vacancy on the board by death, resignation, or removal from the county school district shall be filled by appointment by the board. The term of service of the appointed member shall expire at the next annual election for members at which time the vacancy shall be filled.

The county treasurer shall be ex-officio the treasurer of the county school district. He shall receive and hold all moneys belonging to said district and shall pay out the same upon lawful orders issued by the county board of education of said county school district. He shall report to the secretary of the board of education of the county school district on or before the thirtieth day of June annually the receipts and expenditures of funds belonging to said district and the balance on hand. He shall make annually a complete report to the county superintendent of schools, including therein whatever statistics may be required by the county superintendent and shall perform such other duties in connection with the county school district as are performed by the township treasurers for school districts as required by the general school law.

The members of the board shall receive no compensation for their services other than traveling and hotel expenses while attending meetings of the board and meetings to which they may be called by the Superintendent of Public Instruction.

## Duties of the County Board Of Education

Section 207a. It shall be the duty of the County Board of Education:

First—To levy a tax annually not to exceed one-twentieth of one per cent upon the taxable property of the county, the valuation to be ascertained by the last assessment for state and county purposes, for the purpose of paying:

(a) For the necessary traveling expenses of members of the board while attending meetings of the board and meetings to which they are called by the Superintendent of Public Instruction.

(b) For equipment and supplies for the office of County Superintendent of Schools and the board.

(c) For the necessary traveling expenses of the county superintendent of schools while visiting schools and while attending to other official duties within or outside the county.

(d) For salaries and necessary traveling expenses of assistants of the county superintendent of schools.

Second—To employ, on the recommendation of the County Superintendent of Schools, an adequate number of assistants such as clerks, helping teachers, nurses, and attendance officers. The duties of helping teachers shall be to visit schools not otherwise supervised and give the teachers direction and instruction in organization, procedure and principles and methods of teaching necessary to make the work of teachers and pupils as effective as possible. They shall make detailed reports of their findings and acts to the County Superintendent whose directions they shall follow.

Only persons who have the qualifications specified by the Superintendent of Public Instruction shall be employed as helping teachers.

Third—To group the common school districts into tentative larger school districts.

Within two years after the constitution and organization of the County Board of Education it shall complete a survey of all the common school districts within its jurisdiction. The survey shall ascertain by districts:

(a) The number of children of school age;

(b) The average annual enrollment for a period of five years immediately preceding and including the current year;

(c) The average annual daily attendance during said five-year period;

(d) The assessed valuation of the taxable property;

(e) The average amount raised by taxation for educational purposes in said period of five years;

(f) The average rate of taxation for educational purposes during said period of five years.

The County Board of Education shall prepare and publish a map of the county school district divided into tentative larger school districts composed of whole existing districts, together with the foregoing and the following information and such other information as may be of service to the people of the several tentative larger districts in determining the advisability of creating them into school districts:

(a) The number of existing districts comprising the tentative larger districts;

(b) The assessed valuation of the property of the tentative larger districts;

(c) The sum of the average amounts raised by taxation for educational purposes during the five-year period in the districts included in the tentative districts;

(d) The rate of taxation necessary to raise the sum ascertained in (c);

(e) The location of school houses and roads in the tentative larger districts.

In dividing the county school district into tentative larger school districts the County Board of Education shall endeavor to secure the following:

(a) Each district shall be large enough, if practicable, to contain a school enrollment of at least one hundred.

(b) Where possible, each district shall be organized around a community center, or where the school can most easily become a community center.

(c) The new lines shall be run on present district lines so that the new district may be composed of whole present districts.

Upon the receipt of a petition signed by twenty per cent of the legal voters residing in a tentative larger district, asking that an election be held to vote

for or against creating such tentative district into a school district, the County Board of Education shall call such election within thirty days of the receipt of such petition, provided, that the County Board of Education may set a place and time when it will meet voters of such proposed district to discuss the advisability of the boundary lines of such proposed district.

If, in the judgment of the board it is advisable to modify the boundaries, it shall refuse to act on the petition and receive another petition from legal voters residing in the bounds of the proposed district. A majority vote of the proposed larger district shall be necessary to establish the district. When a larger district has been voted the County Board of Education shall call an election to choose five members of a Board of Education, the election to be conducted as in the case of school directors.

The Board of Education of such larger districts shall have the same duties and powers as boards of education provided for in section 127. All the property of all the districts shall be the property of the larger districts. The former school districts within the larger districts shall be attendance districts until such time as the Board of Education shall make changes that seem desirable and expedient, provided, that whenever there are ten or more children in an attendance district who will attend such school and a petition of the parents residing in the district is received, the board shall operate such school. Provided further, if there are fewer than six children to attend a school in an attendance district the board shall provide transportation to other schools.

Mr. Boyes moved that the report as presented be received and made the subject of study and constructive criticism by the Association. This motion was duly seconded and carried by vote of the Assembly.

The President next called for the report of the State Director of the National Education Association; whereupon, Mr. A. L. Whittenberg made his report as follows:

## State Director, N. E. A.

SINCE 1926 the Board of Directors of the National Education Association has assumed more fully than ever before the obligations conferred upon it by the charter and by-laws of the association. Those responsibilities and duties have been much more fully recognized by the officers and membership of the association. The selection of a State Director is, therefore, of much greater importance to the domociliary state organizations than it was in former years.

At the Minneapolis meeting the Board of Directors, recognizing its full responsibility for the wise appropriation of the association's funds passed a resolution by the unanimous vote of the Board providing for the election from its membership of a finance and budget committee consisting of five of its members, representing five different states. It was declared to be the duty of this finance and budget committee "to inquire into and make a study of the financial needs and affairs of the association, and to prepare a report on its findings including a suggested budget of expenditures for the following year, supplying printed copies of the same to each member of the Board of Directors at the opening of the first session of the Board at the Atlanta meeting." The appointment of this finance and budget committee resulted largely from the fact that in former years the Board of Directors was called upon to appropriate a budget of expenditures presented to them at the beginning of the session in which it was supposed to cast its vote of approval, the members having no opportunity to consider the merits of proposed expenditures.

The budget committee elected at the Minneapolis meeting consists of the State Directors elected by the state delegations of Texas, West Virginia, South Carolina, Colorado and Illinois. In September 1928 Mr. Rodgers, of Texas, Mr. Rozier of West Virginia, Mr. Wanamaker of South Carolina, Mr. Mooney of Colorado and your State Director began a study of the expenditures of the N. E. A. through the previous five year period. The Secretary of the N. E. A., Mr. Crabtree, provided the members of the committee with full information. After several months' study of these data, the committee met in Washington in April and for four days made a careful study of the work of the secretary and his staff of officers. It is the opinion of the finance and budget committee that the N. E. A. is fortunate in having in the office of secretary a wise, capable and thoroughly conscientious executive in the person of Dr. Crabtree; that under the secretary's direction an able corps of department heads and clerks have been selected and are carrying on the work of the association at headquarters in Washington. The head of each department was requested to appear before the committee and to present a statement of the activities of his department and its budget needs. The response to this request on the part of the headquarter's staff was frank and co-operative and gave to the committee the information necessary for the consideration of the budget for the following year.

Your budget committee decided (1) that the budget of expenditures for 1929-1930 shall not exceed the actual income of the association for the previous year. (2) that the budget of expenditures shall be classified into 27 heads and that the expenditures for each of the five last preceding years shall be determined as accurately as possible from the records and shall be set up in the budget for 1929-1930 under those 27 heads. (3) That after providing as nearly as possible for the actual needs of each of the 27 classes of expenditures a small emergency fund not to exceed $7500.00 shall be provided for out of which real emergencies may be met, the postponement of which may result in serious loss to the association. (4) That the report of the budget committee be printed and ready for distribution at the first meeting of the Board of Directors in Atlanta.

The report was prepared, printed, and distributed at the Atlanta meeting and was approved by the Board of Directors. The various items of the budget were appropriated by the Board of Directors by unanimous vote. The report of the budget committee was accepted and approved by the unanimous vote of the general assembly. It is impossible within the short time here to give you much detailed information concerning the budget. You are advised that printed copies of the same were supplied to each delegate at Atlanta and may be obtained upon request from Dr. Crabtree, Secretary of the N. E. A.

## Life Member of the N. E. A.

Since December 24 the N. E. A. has numbered among its 148 life members from Illinois Mr. D. Walter Potts superintendent of East St. Louis schools, and he proudly wears the life-member pin, a cut of which is here reproduced. The East St. Louis Teachers' Association played the role of Santa Claus in the affair by presenting Superintendent Potts on Christmas Eve with a life membership in the National Education Association. Miss Cecile Coombs, president of the teachers' organization, made the presentation.

Mr. Potts has been connected with the schools of East St. Louis for more than thirty years and has been superintendent for the greater portion of that time. He served the I. S. T. A. as president during the year 1920, and is now a member of the important special committee on state school fund.

## Cleveland and Atlanta Meetings

The registration at the Cleveland meeting from Illinois exceeded that of any other state in the Union, except Ohio. You will be interested to know that 357 Illinois people registered at Illinois headquarters in Cleveland, and 242 Illinois people assembled in the dining room of the Hotel Statler for the Illinois breakfast at seven o'clock on Tuesday morning.

President Lamkin selected as the theme of the convention "Education for a New World." The program was helpful and inspiring throughout. At least four of the Illinois delegates, Francis G. Blair, William J. Bogan, George D. Wham and Robert C. Moore, addressed audiences of Georgia people on Sunday. The Illinois delegation was well represented on the convention program. President Walter P. Morgan gave a scholarly discussion of teacher training for "The Teachers of the New World" on Saturday morning before the General Session. Francis G. Blair made a most eloquent and inspiring address as chairman of the committee on Necrology. William J. Bogan gave to the General Session a valuable address on "Co-operation in the Solution of School Problems."

Three Illinois delegates were honored by the convention. Mrs. Blanche F. Preble

of Chicago was chosen chairman of the Committee on Resolutions for next year. Miss Frances E. Harden of Chicago was elected Regional Director of the Department of Classroom Teachers. Mr. Herbert Hanson of Chicago was elected president of the Department of Elementary School Principals.

Two hundred fifty-four Illinois people registered at Illinois headquarters at the Biltmore Hotel. One hundred forty-one of these were delegates. The city of Atlanta and the whole South made great effort to entertain the teachers. Every member of the Illinois delegation I am sure was greatly pleased with the friendly and thoughtful manner in which they were treated by our Southern hosts.

## 1933 In Chicago

Francis G. Blair and Superintendent William J. Bogan presented to the Board of Directors and to the delegate body an invitation to the N. E. A. to meet in Chicago in 1933. They also requested that the Illinois delegation to Geneva present to The World Federation of Education Associations an invitation to meet in America in 1933.

Chicago will entertain the world in 1933. It is certainly an appropriate time for the N. E. A. to meet in Chicago and for the World Federation of Education Associations to meet in America, and in Chicago. It was hardly appropriate in 1929 and at Atlanta to urge the World Federation to meet in Chicago. At that time it seemed appropriate that the invitation be made for America, but it is understood, of course, that Mr. Blair and Mr. Bogan and all Illinoisans will hope that the World Federation shall convene in Chicago in 1933.

Would it not be well for the educators of Illinois to begin preparation now for the 1933 convention in Chicago? One element in that preparation certainly should be an enormous increase in our membership in the N. E. A. Only two other states in the Union employ as many teachers in the public schools as Illinois. These states are New York and Pennsylvania. Four states have a larger membership in the N. E. A. They are:

| State | Teachers | Members |
|---|---|---|
| 1. Ohio | 46,000 | 19490 |
| 2. California | 40,000 | 19486 |
| 3. Pennsylvania | 60,000 | 19316 |
| 4. Michigan | 32,000 | 12230 |
| 5. Illinois | 47,000 | 11197 |

We have never at any time had quite twelve thousand members of the N. E. A. A concerted effort by superintendents and principals would easily and quickly double the membership in this state. It is most unfortunate that fewer than one-fourth of the teachers in Illinois have access to the published studies made by the numerous committees composed of educational experts appointed by the eighteen departments of the N. E. A.

Our problem here in Illinois just now is to greatly increase the percentage of our forty-seven thousand teachers who receive and read and make use of these publications. The superintendents and principals of Illinois may encourage membership in the N. E. A. to the extent that by 1933 we will have 25,000 teachers in this state making good use of the current professional literature published by the National Education Association.

*A. L. Whittenberg.*

At the close of Mr. Whittenberg's report a delegate moved that the report be accepted and placed on file. This motion was duly seconded and carried by vote of the Representative Assembly.

The President then announced a matter of new business and called upon Mr. John A. Hayes, a member of the Board of Directors, to report on what had been done in regard to the purchase of property for a permanent headquarters for the association. Mr. Hayes made the following report:

## Building Fund and Permanent Headquarters

At the annual meeting in 1922, the Illinois State Teachers Association definitely committed itself to a policy of looking forward to purchasing or building headquarters in Springfield.

The Association appropriated $5,000.00 for a building fund at the annual meeting in 1924, and a like amount has been appropriated for that purpose each year since that time. The fund has also been increased by a gift of $1,500.00 from the Chicago Division, and $1,000.00 from the Northeastern Division. This fund has been continually invested in interest-bearing bonds. The income from these investments amounted to over one thousand dollars last year. This income has been added to the fund.

The building fund now amounts to over $30,000, not counting the appropriation to be made at this meeting. In addition to this the Central Division and the East Central Division have each appropriated $1,000.00 to be paid into the building fund whenever the board of directors are ready to proceed with the building. It is expected that some of the other divisions will also make like contributions.

## Legal Status of Association

At the 74th annual meeting of the Association, the board of directors were instructed to consult competent legal authority as to the legal status of the Association to the end that the Association may know how to proceed in purchasing headquarters so as to insure unquestionable title and ownership in any purchase made and, to investigate possible sites or buildings or both for the headquarters of the Association and, to present to the Association, at its next annual meeting, the result of such survey with recommendations based thereon.

Mr. A. D. Stevens, of the law firm of Stevens & Herndon, Springfield, Illinois, who was asked to investigate the legal status of the Association, gave the following opinion:

"I beg to advise that the Illinois State Teachers' Association is of proper legal standing as shown by the records of the office of the Secretary of State, and has been since its re-instatement in 1903. No fees are owing by it to the office of the Secretary of State and nothing remains to be done except the filing in the Recorder's office of Sangamon County of a statement or list of the corporation officers.

"Under the general powers of the corporation there is in my opinion no question but that it has full right and authority to own and maintain an office building to be used primarily as its home office and to acquire and own land sufficient for such purpose."

(Signed) A. D. STEVENS.

Many sites and buildings were examined without finding any that were within our means that would meet the needs of the Association, before the board of directors discovered the site known as the Edwards Street Baptist Church site at the corner of Edwards and First Streets, just south of the Capitol grounds and opposite the Centennial building. Learning that this excellent lot, 80x160 feet, could be purchased for $15,000, it was unanimously agreed that this site is well adapted in every respect to the needs of the Association and that it is a very convenient and attractive location for headquarters.

Having agreed upon the site, an architect was employed to prepare tentative plans for a building to be constructed which would adequately provide for the needs of the Association, of such a type as would be in harmony with the surroundings and which would cost approximately $25,000.

As a result of this study the plans submitted herewith were proposed and approved by the board of directors. The board now recommends that the Illinois State Teachers Association purchase the site and erect a building of the type proposed for the Association headquarters.

Respectfully submitted,

*Board of Directors.*

Mr. Hayes then moved that the members of the Representative Assembly study the printed reports and plans until the session on Saturday morning, when they would be asked for a decision. This motion was seconded and carried by vote.

The President then introduced Dr. A. Evelyn Newman, Professor of English, Colorado State Teachers' College, Greeley, Colorado, for a lecture upon the subject "The International Note in Literature."

Dr. Newman's address gave much evidence that most writers of all the leading nations are now endeavoring to promote international good will and understanding, and that they are opposing wars as destructive of civilization.

After this address it was moved and seconded, and carried by vote to adjourn until 1:30 o'clock in the afternoon.

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Lenity will operate with greater force, in some instances, than rigor. It is, therefore my first wish to have my whole conduct distinguished by it.—*George Washington.*

# Third General Session, Friday Afternoon

## Officers Elected; Reports of Treasurer and Legislative Chairman Accepted; Addresses by Miss Mabel Carney and Dr. Chas. H. Judd

THE third general session was called to order promptly at 1:30 by President Geo. D. Wham, who at once called upon Mr. Schueneman to lead in the Representative Assembly singing.

The President then called for the report of Committee on Nominations, whereupon, J. R. Skiles, Chairman of that committee reported as follows:

### Report of Committee On Nominations

TO the Members of the Representative Assembly, Illinois State Teachers Association:

Your committee on nominations has made the following nominations for officers of the Association:

For president, 1930, Justin Washburn, Rock Island.

For first vice president, 1930, Fred L. Biester, Glen Ellyn.

For second vice president, 1930, James Darnall, Geneseo.

For third vice president, 1930, H. V. Calhoun, Belleville.

For treasurer, 1930, Charles McIntosh, Monticello.

For member of executive committee, 1930 to 1932, inclusive, F. Blanche Preble, Chicago.

For member of board of directors of Illinois State Pupils' Reading Circle, W. R. Foster, Ottawa, as recommended by the County Superintendents' Section.

We recommend to the Superintendent of Public Instruction for appointment as members of the State Examining Board:

S. K. McDowell, Bloomington, to represent the city superintendents.

W. C. Baer, Danville, to represent the high school principals.

Lucille Hazard, Rock Island, to represent the elementary teachers.

Mr. Skiles moved that the report as read be adopted, and the persons nominated be elected to the respective positions for which nominated. The motion was seconded and carried by vote of the Representative Assembly. Whereupon, the President declared the persons nominated by the committee duly elected for their several positions.

After a brief period of singing by the Representative Assembly the President introduced Miss Mabel Carney, formerly of Illinois but now a member of the faculty of Teachers College, Columbia University, who delivered a very helpful address upon the subject, "Challenge of the Country School to Illinois Educators." We hope to publish in some future number of the ILLINOIS TEACHER at least a summary of this address.

The President next called for the report of the Treasurer, whereupon Mr. Charles McIntosh, the Treasurer, announced that he was submitting his report in a printed form that had been distributed among the delegates. This printed report was full and complete. It was as printed herewith except that we have given the sum of all the expenditures, instead of listing all the separate orders. It was moved and seconded and carried by vote that the report be accepted and placed on file. The report with the exception noted above, is as follows:

# Treasurer's Report for the Year 1929

### GENERAL FUND

**Receipts**

| | | | |
|---|---|---|---|
| 1928 | | | |
| Dec. 15. | | Balance cash on hand | $26,567.05 |
| Dec. 29. | | Dues 62 members—Annual Meeting | 124.00 |
| Dec. 29. | | Single admissions—Annual Meeting | 22.75 |
| 1929 | | **Received from Divisions** | |
| Apr. 5 | | Central Division | $2,333.00 |
| | | E. H. Lukenbill, Lincoln. | |
| | 20 | Southern Division | 2,826.00 |
| | | Elbert E. Harris, Pinckneyville. | |
| | 30 | Southwestern Division | 3,166.00 |
| | | Estella M. Bean, East St. Louis. | |
| July | 29 | South Central Division | 2,966.00 |
| | | C. A. Stevens, Springfield. | |
| Sept. | 10 | Lake Shore Division | 3,184.00 |
| | | E. L. Nygaard, Kenilworth. | |
| Oct. | 19 | Eastern Division | 1,723.00 |
| | | E. H. Taylor, Charleston. | |
| Nov. | 14 | Blackhawk Division | 1,259.00 |
| | | E. P. Nutting, Moline. | |
| | 15 | Illinois Valley Division | 1,586.00 |
| | | T. M. Kennedy, Granville. | |
| | 26 | Northeastern Division | 1,801.00 |
| | | August Maue, Joliet. | |
| | 27 | Chicago Division | 7,006.00 |
| | | Susan Scully, Chicago. | |
| Dec. | 2 | DuPage Valley Division | 668.00 |
| | | Myrtle Wheelhouse, Hinsdale. | |
| | 2 | Southeastern Division | 1,219.00 |
| | | Harry E. Puntney, Carmi. | |
| | 4 | Western Division | 1,911.00 |
| | | A. E. Decker, Carthage. | |
| | 9 | Rock River Division | 1,304.00 |
| | | O. C. Taubeneck, Amboy. | |
| | 10 | Northwestern Division | 1,522.00 |
| | | Charles H. Cross, Freeport | |
| | 16 | Total received from Divisions | 34,477.00 |
| | 16 | Subscriptions—Illinois Teacher | 2.00 |
| | 16 | Dues 23 members | 46.00 |
| | 16 | Interest on bank balance | 675.86 |
| | 16 | Refund Division Treasurers | 12.00 |
| | | Total receipts | $61,926.60 |

**Disbursements**

| | |
|---|---|
| Orders issued Dec. 20, 1928, to 243, issued Dec. 2, 1929, for a total amount of | $33,706.84 |
| Balance on hand Dec. 14, 1929 | 28,219.76 |
| Dec. 16, 1929, Total | $61,926.60 |

**Classification of Disbursements By Items in Budget**

| | | |
|---|---|---|
| 1. | Illinois Teacher | $ 4,677.57 |
| 2. | Salary of secretary | 6,000.00 |
| 3. | Salary of treasurer | 800.00 |
| 4. | Salary of director of research | 4,500.00 |
| 5. | Salary stenographer to secretary | 260.09 |
| 6. | Expense board of directors | 297.89 |
| 7. | Expense legislative committee | 1,498.50 |
| 8. | Expense other committees | 418.79 |
| 9. | Expense of secretary | 675.53 |
| 10. | Office equipment | 614.14 |
| 11. | Expense of treasurer | 493.35 |
| 12. | Expense office of research and statistics | 2,557.66 |
| 13. | N. E. A. affiliation fee | 100.00 |
| 14. | N. E. A. director | 500.00 |
| 15. | N. E. A. Delegates | 2,484.00 |
| 16. | Contingencies | 415.02 |
| 17. | Annual meeting | 1,739.30 |
| 18. | Bills payable | 451.08 |
| 19. | Publicity | 223.92 |
| 20. | Building fund | 5,000.00 |
| | Total expenditures | $33,705.84 |

### Office Building Fund

| 1927 | Order No. | Payee | Amount |
|---|---|---|---|
| Dec. 15 | | Balance cash on hand | $ 1,941.18 |
| 29 | | Appropriation 1928 Annual meeting | 5,000.00 |
| 1928 | | | |
| Apr. 9 | | Harris Trust Co. Refund on bonds purchased | 4.45 |
| Oct. 7 | | Southwestern Division—Donation Estella Bean, East St. Louis | 500.00 |
| Dec. 15 | | Income from fund within the year | |
| | | Marshall Field—$3,000 at 4½% Jan.-July | 135.00 |
| | | Idaho Power Co.—$2,000 at 5% Jan.-July | 100.00 |
| | | Melrose Building—$1,000 at 6½% Jan. 15-July 15 | 65.00 |
| | | Standard Oil Co.—$3,000 at 4½% Feb. 15-Aug. 15 | 135.00 |
| | | Iowa Ry. and Lt. Co.—$2,000 at 5% Mar. 1-Sept. 1 | 100.00 |
| | | Virginia Railroad Co.—$200 at 5% May 1-Nov. 1 | 10.00 |
| | | Denver Gas & El.—$2,000 at 5% May 1-Nov. 1 | 100.00 |
| | | Minnesota Power & Lt.—$2,000 at 5% June 1-Dec. 1 | 100.00 |
| | | Texas Power & Lt.—$3,000 at 5% June 1-Dec. 1 | 150.00 |
| | | Alabama Power & Lt.—$3,000 at 5% June 1-Dec. 1 | 150.00 |
| | | Milwaukee El. Ry. & Lt. Co.—$2,000 at 5% June 1 and Dec. 1 | 100.00 |
| | | Wisconsin Gas & El. Co.—$2,000 at 5% June 1 and Dec. 1 | 100.00 |
| | | Ill. Power & Lt.—$1,000 at 5% June 1-Dec. 1 | 50.00 |
| | | Liberty Bonds—$2,000 at 4¼% June 15-Dec. 15 | 85.00 |
| | | New Orleans Pub. Ser.—$2,000 at 5% Oct. 1 (Note: These bonds were purchased April 4, hence we did not get the April payment of interest.) | 50.00 |
| Dec. 15 | | Interest on bank balance | 18.50 |
| Dec. 15 | | Total receipts | $ 8,894.13 |
| Dec. 15 | | Total disbursements and balance | $ 8,894.13 |

### Disbursements

| | | | |
|---|---|---|---|
| 1929 | | | |
| Mar. 29 | | Milwaukee El. Ry. & Lt. Co., Ref. & 1st 5s | $ 2,012.78 |
| Apr. 3 | | Wisconsin Gas & El. Co., First | 2,048.89 |
| Apr. 4 | | Illinois Power & Lt., 5s | 946.81 |
| Apr. 9 | | New Orleans Pub. Service Co., 5s | 1,855.34 |
| | | Total disbursements | $ 6,863.82 |
| | | (Note: The purchase of these bonds was authorized and approved by the Board of Directors.—Treas.) | |
| Dec. 15 | | Balance cash on hand | 2,030.31 |
| Dec. 15 | | Total disbursements and balance | $ 8,894.13 |

### Bonds Held as Part of Building Fund

| | |
|---|---|
| Marshall Field & Co., Debenture Gold Bonds 4½ | $ 3,000.00 |
| Idaho Power Co., First 5s | 2,000.00 |
| Melrose Building, Real Estate Bond 6½ | 1,000.00 |
| Standard Oil Co. of N. Y., 4½% Debentures | 3,000.00 |
| Iowa Railway & Light Co., First and refunding | 2,000.00 |
| Virginia Railroad Co. | 200.00 |
| Denver Gas & El. Lt. Co., First and refunding 5s | 2,000.00 |
| Minnesota Power & Lt. Co., First and refunding 5s | 2,000.00 |
| Texas Power and Lt. Co., First 5s | 3,000.00 |
| Alabama Power Co., First and refunding | 3,000.00 |
| Milwaukee El. Ry. & Lt. Co., Refunding and 1st 5s | 2,000.00 |
| Wisconsin Gas & El. Co., First | 2,000.00 |
| Illinois Power & Lt. Co., 5s | 1,000.00 |
| United States Liberty Bonds | 2,000.00 |
| New Orleans Pub. Ser. Co., 5s | 2,000.00 |
| Total | $30,200.00 |

### Income Earned on Fund

| | |
|---|---|
| Income on bonds of Building Fund | $ 1,430.00 |
| Interest on bank balance, Building Fund | 18.50 |
| Interest on bank balance, General Fund | 675.80 |
| Total income earned by fund | $ 2,124.30 |

### Resources of Association

| | |
|---|---|
| Bonds held as part of Building Fund | $30,200.00 |
| Cash belonging to Building Fund | 2,030.31 |
| Cash belonging to General Fund | 28,219.76 |
| Total resources | $60,450.07 |

Respectfully submitted,

*Charles McIntosh, Treasurer.*

### Vouchers Submitted to Auditing Committee

1. **Enrolling Clerk.** A statement signed by F. E. Kennedy, Enrolling Clerk at the annual meeting that the dues and fees collected by him in 1928 amounted to $146.75.
2. **Division Treasurers.** A statement signed by each Division Treasurer showing amount of money he sent your treasurer within the year.
3. **Dues of Members Paid State Treasurer.** A list of all persons paying dues to your treasurer within the year, and post office address of each.
4. **Interest on Bank Balances.** Statements signed by all banks in which any part of your funds have been kept this year, showing interest earned on deposits. The interest earned is as follows:

| | |
|---|---|
| Peoples State Bank of Mansfield | $ 44.28 |
| State Bank of Cerro Gordo | 41.88 |
| First National Bank of De Land | 79.61 |
| Dighton Lilatush Loan Co., Monticello | 528.53 |
| Total interest earned | $ 694.30 |

This is charged to your treasurer as follows:

| | |
|---|---|
| General Account | $ 675.80 |
| Office Building Account | 18.50 |
| Total charged | $ 694.30 |

5. **Bank Balances.** Statements signed by all banks in which any part of your funds was deposited on December 15, 1929 showing balance cash on hand on that date.

These statements show balances as follows:

| | |
|---|---|
| Peoples State Bank of Mansfield | $ 1,500.00 |
| State Bank of Cerro Gordo | 1,438.02 |
| First National Bank of DeLand | 2,500.00 |
| Dighton-Dilatush Loan Co. | 24,812.05 |
| Total cash on hand | 30,250.07 |

NOTE.—The cash reported on hand in the Dighton-Dilatush Loan Company is the amount actually on hand less ten dollars because of a ten dollar check issued to World's Federation of Education Associations, received by the Secretary, but check not yet returned to local bank on December 16.

This is shown in your treasurer's report as follows:

| | |
|---|---|
| Balance cash on hand—General Account | $28,219.76 |
| Balance cash on hand—Office Building Fund | 2,030.31 |
| Total cash on hand | $30,250.07 |

6. **Cost of Bonds Purchased.** Statements and canceled checks from banks showing amounts paid for bonds purchased.
7. **Canceled Checks** or receipts for all orders issued by the Board of Directors within the year.
8. **Treasurer's report** for the year 1928, showing balances reported on hand December 15, 1928.
9. **Bonds.** A certificate from the Moore State Bank is as follows:

**THE MOORE STATE BANK**

**Founded 1870**

Monticello, Ill., December 16, 1929.

This certifies that Charles McIntosh, Treasurer of the Illinois Teachers Association has deposited with The Moore State Bank, Monticello, Illinois, for safe keeping the following described property, viz.:

| | |
|---|---|
| Marshall Field & Co., 4½% D. G. B. | $ 3,000.00 |
| Idaho Power Company 1st Mortgage 30-year, 5%, G. B. | 2,000.00 |
| Melrose Building, 1st Mtg., 6½%, G. B. | 1,000.00 |
| Standard Oil Co. of N. Y., 4½%, G. D. | 3,000.00 |
| Iowa Ry. & Lt. Co., 5%, 1st & Ref. Mtg., G. B. | 2,000.00 |
| Virginia Ry. Co., 5%, 1st Mtg., 50-Yr., G. B. | 200.00 |
| Denver Gas & Elect. Lt. Co., 5%, 1st & Ref. Mtg., S. F., G. B. | 2,000.00 |
| Wisconsin Gas & Elect. Co., 5%, 1st Mtg., G. B. | 2,000.00 |
| Milwaukee Elect. Ry. & Lt. Co., Refg. & 1st Mtg., G. B. | 2,000.00 |

| | |
|---|---|
| Illinois Power & Lt. Corp., 5%, 1st & Refg. Mtg., G. B. | 1,000.00 |
| Minnesota Power & Lt. Co., 5%, 1st & Refg. Mtg., G. B. | 2,000.00 |
| Alabama Power Co., 5%, 1st Mtg., lien & Refg., G. B. | 3,000.00 |
| Texas Power & Lt. Co., 5%, 25-yr., 1st Mtg., G. B. | 3,000.00 |
| U. S. 1st Liberty Loan, converted | 2,000.00 |
| New Orleans Pub. Serv., 5%, 1st & Ref. Mtg., G. B. | 2,000.00 |

and will give to property left with it for safe keeping, the same care that it does its own holding, but beyond that, does not assume any responsibility whatever.

To be delivered upon the order of said depositor, or of his legal representatives or attorneys, on the return of this certificate.

R. B. WEDDLE, Cashier.

### AUDITOR'S REPORT

GAUGER AND DIEHL
Certified Public Accountants
Decatur, Illinois

December 16, 1929.

Officers and Members,
Illinois State Teachers' Association,
Springfield, Illinois.

According to the instructions of your treasurer, Mr. Charles McIntosh, we have made a complete audit of all vouchers and records pertaining to the accounts of the Illinois State Teachers Association in the treasurer's office at Monticello, Illinois.

#### CASH RECEIPTS

##### General Fund

We have verified the cash received for the General Fund, which consisted of the following items:

| | |
|---|---|
| Receipts from Divisions, as per signed statements from Division treasurers | $34,477.00 |
| Dues of members, single admissions, etc., as per signed statements on file | 206.75 |
| Interest on Bank Deposits as per certificates from various bank cashiers | 675.80 |
| Balance of cash on hand, December 15, 1928, as per previous report | 26,567.05 |
| Total to be accounted for | $61,926.60 |

Cash received has been deposited in practically all cases, on the date of its receipt, or the day following.

#### CASH DISBURSEMENTS

##### General Fund.

We have found that no cash has been disbursed except on orders signed by the president, Mrs. Fannie Spaits Merwin or Mr. George D. Wham, the Chairman of the executive committee, Mr. Justin Washburn, and the secretary of the Association, Mr. R. C. Moore. The total of these disbursements was $32,706.84 and was charged to the various funds as directed by the orders.

#### CASH RECEIPTS

##### Building Fund

We have ascertained that cash in the amount of $5,000.00 has been transferred from the General Fund to the Building Fund during the past year. In addition to this, there has been received a donation of $500 from the Southwestern Division, and interest on bonds and bank balance in the amount of $1,452.95.

All receipts of the fund have been deposited on the day of their receipt, or on the day following.

#### CASH DISBURSEMENTS

##### Building Fund

We have found that disbursements totalling $6,863.82 have been made from the Building Fund for investments in bonds, having a par value of $7,000.00 No other disbursements were made from this fund.

##### Ending Cash Balance

We have verified cash balances totalling $30,250.07 by examination of certificates from officials of the various banks. These certificates call for a total of $30,260.07 as there is one check for $10.00 issued to the World Federation of Education Associations which had not been presented to the bank for payment on December 16. However, a letter from Mr. C. H. Williams, secretary of the organization, states that the check was received on November 15 and forwarded to the treasurer in Toronto, Canada, on December 1.

##### Building Fund Bonds

We have determined that all bonds for which your treasurer is accountable are actually on hand, and are being held for safe keeping in the safety deposit vault at the Moore State Bank at Monticello, Illinois. All coupons not yet due are still attached. All bond interest coupons coming due during the past year have been collected and promptly deposited in the Building Fund.

We certify that after a careful examination as mentioned above, it is our opinion that the attached statements covering the transactions for the year ended December 15, 1929, and the condition of the bank and bond accounts at December 15, 1929, are true and correct in every particular.

Very truly yours,

GAUGER AND DIEHL,
Certified Public Accountants.

The President next called for the report of the Committee on Legislation. Mr. John Hayes, Chairman of this committee read the report as follows:

## Report of Committee On Legislation

THE Committee on Legislation is pleased to make the following report concerning the work of this committee during the meeting of the Fifty-sixth General Assembly.

The members of the Legislative Committee presented the program as worked out by the State Teachers Association in as intelligent and complete a manner as they could. They considered all the proposals in a thorough way and selected those which they felt would interest the legislature. Eight of the ten bills were passed as presented; one was changed somewhat; the other is still under consideration. At first we were quite successful with our bill to increase the state distribution fund from eight to thirteen million dollars, but later, in order to bring our bills within the governor's program of economy, we found it necessary to consent to a reduction from thirteen million to ten million dollars.

We owe a debt to other organizations that co-operated with the Illinois State Teachers Association in passing some of our most important educational bills. This co-operation was more pronounced than ever before. The Legislative Committee is pleased at this time to report and acknowledge the help of different organizations, well distributed over the State of Illinois, that did splendid team work with your committee. The State Superintendent F. G. Blair and his office force were very helpful. Robert C. Moore, our association secretary, served as a general director of our legislative campaign, and performed a great service in harmonizing and co-ordinating the efforts of the various groups, a complete list of which appeared in the September number of the ILLINOIS TEACHER. Several months before the Legislature convened, a number of the most influential organizations formed the Illinois Committee on Educational Legislation under the able chairmanship of Mrs. Frederick L. Holch, of Glen Ellyn. The County Superintendents Association sent frequently some of its ablest members to Springfield, where they were very effective in promoting the recommendations of the Illinois State Teachers Association and killing legislation of a doubtful nature.

The chairman of the committee is informed that the Legislative Committee spent about one-half of its appropriation.

Since the adjournment of the legislature, we have had two meetings, one to prepare the tentative program which follows and the other to discuss new business that might have been presented in the interval between our first meeting and the session of the Association.

The educational bills presented to the General Assembly by the Illinois State Teachers Association and sponsored by a great many organizations interested in the welfare of public education were enacted into laws as follows:

S. B. 113, Cuthbertson: Makes all teachers' certificates state certificates, and raises minimum requirements for certification.

S. B. 150, Cuthbertson: Codifies and clarifies the compulsory attendance laws. Reduces the three sections 274 in the old law to one.

S. B. 244, Cuthbertson: Amends the child labor law to provide that the requirement for obtaining permanent work certificates be raised from completion of the sixth grade to completion of the eighth grade.

S. B. 355, Bohrer: Appropriates $4,262,746 for the operation and maintenance of the State Normal Schools for the biennium.

S. B. 449, Courtney: Amends Chicago emeritus retirement law to provide for the inclusion of a few additional teachers under it and to provide that the fifteen years of service may be within the last twenty years prior to date of retirement.

H. B. 35, Thon: Changes the law providing for the education of deaf and blind children by including under its provisions children with defective vision, and increases the amount of State aid allowed school districts for educating such defective children.

H. B. 201, Waller: Appropriates $20,000,000 to the state school fund for the biennium.

H. B. 307, Robinson: Amends Sec. 114 of school law to provide that the minimum school term be eight months instead of seven months.

H. B. 633, Weeks: Amends Sec. 189 so as to increase the maximum school tax rate in Chicago for educational purposes from 96 cents to $1.47 for the year 1928 and to $1.35 for the year 1929. Also adds Sec. 135½ to provide for a budget.

H. B. 780, Igoe: Adds Section 3 to the Chicago playground Act to provide that anticipation warrants may be issued against taxes levied for support of playgrounds.

At this time the committee wishes to present a tentative program for enactment by the next legislature. We trust that this program will meet with your approval and hereby offer it for your consideration.

Respectfully submitted,
*John A. Hayes.*

## Legislative Program

IN order to assist the 57th General Assembly to "provide a thorough and efficient system of free schools whereby all children of this State may receive a good common school education," we, the teachers of Illinois, respectfully submit the following recommendations:

1. We stand firmly for an approximate equality of educational opportunity for the children of Illinois upon a reasonably high level. As means to this end, we recommend the following:

(a) That the State as an educational unit assume its constitutional responsibility for efficient schools in all local districts by setting reasonably high minimum standards, and by aiding local districts financially so they may be able to meet the required standards.

(b) That the legislature increase the appropriation to the state school fund until that fund shall in a few years equal at least 25 per cent of the total cost of the common schools. We recommend that no change be made in the plan of apportionment of the state school fund contained in the law enacted by the 55th General Assembly that will destroy or impair its equalization features; and we insist that no deductions be made from the state school fund for any new for additional purposes.

(c) That the legislature provide for the establishment of larger territorial units for school taxation and administration; and that our Committee on Larger District Units co-operate with the education committees of the General Assembly, the Superintendent of Public Instruction, the Illinois School Board Association, and any other statewide organizations interested in attaining larger units for school taxation and administration and in the framing and enactment of bills providing for such larger units.

2. As means of promoting educational progress and of demonstrating the principles of thrift and good business in public school finance, we recommend legislation that will bring about:

(a) The payment of a reasonable rate of interest on school funds by banks and other depositories having such funds on deposit.

(b) The prevention of the payment of funds levied for school purposes over to the county general fund.

(c) The payment of the full cost of tuition of pupils attending high school from non-high school districts, without restriction as to school attended.

(d) Liberal financial support for the state teacher-training institutions.

(e) Placing the State Teachers Colleges and Normal Universities on the same basis of administrative freedom as is now enjoyed by the University.

(f) Adequate number of assistants for county superintendents of schools.

(g) Special schools or more state aid for classes of those children who are unable to receive full benefits from the regularly organized schools because of mental or physical handicaps.

3. Realizing that our public school system is dependent upon the enforcement and administration of our revenue laws, and believing that the present tax laws are neither fully enforced nor carefully administered, we recommend that the General Assembly provide a system of tax laws for Illinois that is equitable, enforceable, and productive. We believe that the enactment of such a system of tax laws may be expedited by amending Article IX of the State Constitution so as to remove some of the limitations on revenue legislation; therefore, we stand ready at all times to assist in the adoption and ratification of such amendment.

But whether our revenue laws remain as they are, or are revised under the present Constitution, or are revised under a new constitutional provision, we recommend the following:

(a) A strict and impartial enforcement of assessment and taxation laws and, if necesary, the enactment of laws providing more stringent penalties for evading such assessments and escaping such taxes as are provided by law.

(b) An equalization of assessment of all property, tangible and intangible, by the State Tax Commission or other proper authority so that the assessment of property will be in accordance with the original purpose and intention of the law.

(c) A system of corporation and income taxes designed to yield to Illinois revenues commensurate with those received from similar sources in other important industrial states; but care should be taken not to insert in a bill providing for an income tax any provision for property tax offsets that may make the provisions of such bill unconstitutional, or inequitable in relation to the sources of incomes.

(d) Definite provision for a more liberal support of our public schools by apportioning to them a portion of our increasing state revenues realized from sources other than property taxes and in addition to those taxes.

4. We recommend the preservation of the good and helpful school laws now in force and their defense from harmful amendment.

5. This committee, its succeeding committee, the secretary, and the entire membership should work together energetically and harmoniously to bring about the above ends.

After a brief explanation of one or two features by Mr. Hayes, a delegate moved that the report be adopted as presented. This motion, duly seconded, carried by unanimous vote.

The President next called for some special music that had been prepared. Mr. Schueneman presented on the stage a Glee Club composed of several men selected from the delegations who sang a group of numbers in a most pleasing manner.

President Wham then introduced Dr. Charles H. Judd, Director of School of Education, University of Chicago, who delivered a very instructive address on the subject, "Types of Social Instruction."

At the close of Dr. Judd's address, the President asked if any delegates had any new business to propose. Mr. August Maue made a motion that the salary of the treasurer be increased to $1000 a year. Another delegate moved that a motion be substituted to refer the matter of increasing the treasurer's salary to the Board of Directors. This substitute motion was seconded and carried by vote of the Representative Assembly.

There being no further business, the meeting stood adjourned until 7:30 p. m. of the same day.

# Win 1 of these 3 PRIZES

# *Only* Illinois Teachers Qualified

## *Send the Coupon for the Facts On this State-wide Contest!*

On May 1, 1930, $165.00 in Prizes will be divided between 3 Illinois teachers. First prize, $75.00 cash—second prize, a set of Compton's Pictured Encyclopedia, including the Compton Teachers' Service (value $65.00) —and third prize, $25.00 in cash. Do you want to win one of these prizes? Then send in the coupon for all the facts.

### *Do this!*

The rules of this contest are simple. First you *must* be a teacher. Second, you must have access to Compton's Pictured Encyclopedia. (You will find a set in practically every library or school) Third—and you will find this lots of fun —prepare a lesson from your state course of study —in either Geography, History or Literature, using the splendid reference and supplementary material in Compton's as a basis. We want nothing complicated or elaborate. Make it simple, practical and effective. Then send it to us. That's all. Can you imagine any easier way of earning $75.00, $65.00 or $25.00?

### *Unbiased Judges*

Illinois educators will be judges of the merit of each lesson submitted. They will consider each entry individually and judge it fairly from the standpoint of adaptability to classroom use. (Names are listed in center panel.)

**These 3 Educators Will Act as Judges**

R. W. FAIRCHILD
*Superintendent of City Schools*
Elgin, Illinois

E. M. HARRIS
*County Superintendent of Schools*
Geneva, Illinois

Mrs. FANNIE SPAITS MERWIN
Formerly President Illinois State Teachers Association and Chairman of Its Legislative Committee
Manito, Illinois

### *The Coupon is Your Entry— Sign and Mail it!*

Please send the coupon now . . . it is your entry—your opportunity to win one of the three prizes. You need never have made up a lesson before. The facts will show you how simple . . . how much you will enjoy taking part in this contest. But you must get your entry in quick! No applications received after March first. The coupon is ready for your signature. Mail it—now!

***Send this* COUPON (2)**

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1000 North Dearborn Street, Chicago, Ill.

Send me all the facts on your Prize Lesson Contest—and enter my name as a contestant. I am using Compton's Pictured Encyclopedia in my school work. I teach grades .....in.....School

*Address of School*.....

*My Address is*.....

*R.F.D. or Street Number*.....

*City*.....*State*.....

*Signed*.....

# Assembly Authorizes Building Plans

## Hears Reports of Directors, Teacher-Training, Auditing, School Fund, Resolutions, Pensions, and Appropriations Committees

THE meeting for Friday evening was called to order promptly on time by President Wham. No business was transacted, but a very pleasing program was carried out as follows:

Assembly singing under the direction of Mr. Schueneman; an address by Dr. Charles H. Judd on the subject, "Reconstruction of School Program"; a number of vocal selections rendered in a most pleasing manner by Miss Mignon Spence, an artist recently with the American Opera Company of New York, who was visiting her parents in Springfield during the winter vacation; a piano solo by Mr. George Anson; and an address by Dr. Harry Barnes on "New History and Social Studies."

At the close of this program the President announced that the Association stand adjourned until 8:30 of the next day.

---

THE meeting was called to order at 8:45 A.M. by President Wham, who called upon Mr. Schueneman to lead in singing. After a brief period of singing, the President made a report for the Board of Directors as follows:

### Report of Board of Directors, 1929

A DETAILED report of the Board of Directors would seem unnecessary for the reason that a full account of the proceedings, meeting by meeting, has been published in the ILLINOIS TEACHER; and for the further reason that the most significant decisions of the Board are given indirectly to the Assembly through other reports, such as those of the secretary and treasurer.

Most of the work of the Board has necessarily dealt with matters of routine, such as the following: The consideration and allowing of bills against the Association, as shown in the Treasurer's Report; the appointment and replenishment of Committees, such as are left to the action of the Board; the making up of the list of delegates to the National Education Association, in accordance with the recommendations submitted by the various divisions; the letting of the annual contract for the printing of the ILLINOIS TEACHER; the employment of secretary, director of research, and their respective assistants; the hearing and approving of reports from time to time of the secretary and the treasurer; and the consideration of matters pertaining to the annual program.

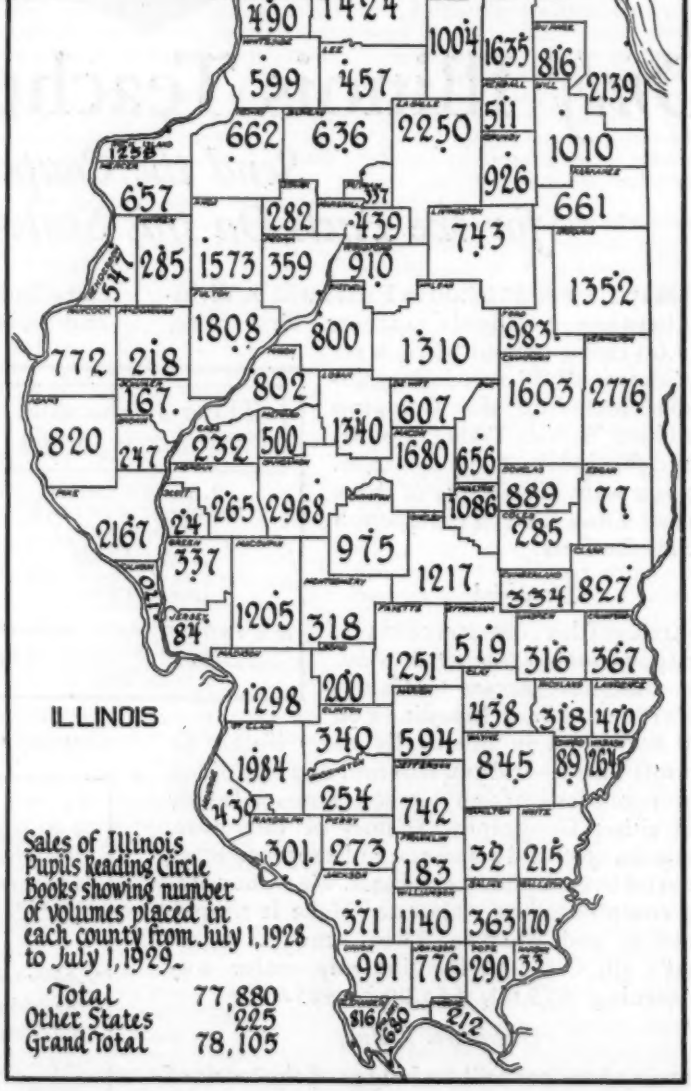
Matters worthy of distinct and separate mention are the following:

The authorization of the employment of a certified accountant to audit the books of Treasurer McIntosh, such provision being made at the request of Mr. McIntosh for his own protection.

The decision to recommend to the Representative Assembly the purchase of a lot lying just south of the State House grounds, and provision whereby a description of the lot, as well as tentative plans for a building thereon, might be given to the Assembly.

A contract with Mr. H. L. Williamson, President of the Hartman Printing Company, whereby the ILLINOIS TEACHER for the year 1929-30 is being printed without any cost to the Association beyond the expense of mailing.

On the following page is a statement, tabulated by Secretary Moore, of the



## APPROPRIATIONS AND EXPENDITURES
### I. S. T. A., 1929

| | Purpose | Appropriation | Expenditure | Balance |
|---|---|---|---|---|
| 1. | Illinois Teacher | $ 8,000.00 | $ 4,677.57 | $3,322.43 |
| 2. | Salary of Secretary | 6,000.00 | 6,000.00 | |
| 3. | Salary of Treasurer | 800.00 | 800.00 | |
| 4. | Salary, Director of Research | 4,500.00 | 4,500.00 | |
| 5. | Salary, Part-Time Stenographer | 400.00 | 260.09 | 139.91 |
| 6. | Expense, Board of Directors | 500.00 | 297.89 | 202.11 |
| 7. | Expense, Legislative Committee | 3,000.00 | 1,498.50 | 1,501.50 |
| 8. | Expense, Other Committees | 400.00 | 418.79 | —18.79 |
| 9. | Expense of Secretary | 900.00 | 675.53 | 224.47 |
| 10. | Office Equipment | 700.00 | 614.14 | 85.86 |
| 11. | Expense of Treasurer | 500.00 | 493.35 | 6.65 |
| 12. | Research and Statistics | 3,000.00 | 2,557.66 | 442.34 |
| 13. | N. E. A. Affiliation | 100.00 | 100.00 | |
| 14. | Expense, N. E. A. Director | 500.00 | 500.00 | |
| 15. | N. E. A. Delegates | 2,500.00 | 2,484.00 | 16.00 |
| 16. | Contingencies | 1,500.00 | 415.02 | 1,084.98 |
| 17. | Annual Meeting of 1928 | 2,000.00 | 1,739.30 | 260.70 |
| 18. | Bills payable | 500.00 | 451.08 | 48.92 |
| 19. | Publicity | 1,000.00 | 223.92 | 776.08 |
| 20. | Building Fund | 5,000.00 | 5,000.00 | |
| | Total | $41,800.00 | $33,706.84 | $8,093.16 |

moneys expended by the Board in accordance with the twenty purposes for which money was appropriated. It will be noted that the $5,000.00 transferred to the Building Fund was not in reality expended, and the actual expenditure was only $28,706.84 instead of $33,706.84. Even with the latter figure as the total expenditures, the outlay for the year is substantially less then the income.

*George D. Wham,*
*Chairman.*

A delegate moved that the report be accepted and placed on file, which motion was duly seconded and carried by vote.

The President then called for a report by the Illinois Pupils' Reading Circle Board. This report was read by Mr. D. F. Nickols, manager of the Pupils' Reading Circle and was as follows:

### Pupils' Reading Circle

To the Illinois State Teachers Association: We present herewith the financial and statistical report of the Manager of the Illinois Pupils' Reading Circle for the year ending June 30, 1929.

It is the aim of the Pupils' Reading Circle to provide carefully selected books for each grade in order that the children may develop an appreciation for good reading and to aid the teachers in establishing a permanent and growing library in every elementary school. It is the right of all children to have access to a collection of good books.

The elementary school library is an integral part of the modern school. It takes its place along with the school laboratory and gymnasium. The school efficient must have them. Such a school library has at least two main objectives: 1. An ample supply of carefully selected and well-graded, inspirational books to the end that an interest in reading may be aroused and sustained. It is the business of the school to direct the outside reading of its pupils so that the reading habit may be acquired early in life. Such a habit once acquired will enable the individual to educate himself even though his later school attendance is limited. 2. To provide informational books, supplementing and re-inforcing the usual school textbooks for general reference purposes thereby increasing and intensifying the interest in every subject taught in the curriculum. The Illinois Pupils' Reading Circle fully meets the demand for both of these important objectives.

The Circle since 1894 has been maintained under the auspices of the Illinois State Teachers Association. It is operated for service and not for profit. As its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Chicago, Illinois

volume of business increases the margin for operating expenses decreases accordingly, as its books are listed at lower prices the following year. For example, the publishers' price of the current course of reading is $40.21, while the Circle price is $27.00, postpaid, representing a saving of $13.21 and transportation charges. The service of the Pupils' Reading Circle is indicated by its growth during the past 30 years. From 1900 to 1905, 80,193 books were distributed. From 1905 to 1910, 107,538 volumes. 1910 to 1915, 128,969. 1915 to 1920, 120,179. 1920 to 1925, 251,175. 1925 to June 30, 1929, 308,590. From July 1, 1929 to Dec. 20, 1929, 56,836. A grand total of 1,053,480 choice books distributed throughout the schools of the state during the 30-year period.

Another sidelight on the volume of reading is indicated by the number of awards issued during the past five years. Within that period 126,317 diplomas and 229,960 seals were issued, representing a total of 355,277 awards. Since a pupil is required to read four books for each of these awards it is evident that the pupils of our state have read 1,421,108 books within the past five years for credit. A conservative estimate adds as many more readings without having the awards or credit in view.

The period covered by this report is the 40th year of the I. P. R. C. and from the standpoint of book distribution, it is the largest in history. With a grand total of 78,105 volumes it exceeds the previous year by 9,595 volumes. Twenty-five counties have the credit of using more than 1,000 copies each. Sangamon county again heads the list with 2,968 volumes, the highest record to date attained by any county. It is closely followed by Vermilion county with 2,776 volumes. Lake, LaSalle, Pike, and Cook each exceeded the 2,000 mark. Then follow in order St. Clair, Fulton, Macon, Kane, Champaign, Knox, Ogle, Iroquois, Logan, McLean, Madison, Rock Island, Fayette, Shelby, Macoupin, Williamson, Moultrie, Will, and DeKalb counties which exceeded 1000 volumes per county. It is of interest to note that 40,788 books were supplied to these 25 counties. (See map on page 186.)

We recognize the fact that the growth of the Illinois Pupils' Reading Circle is due to the splendid co-operation of our school people. We appreciate this confidence to the fullest and respectfully commend the Circle to you for further service.

Respectfully submitted,

*U. J. Hoffman, President,*
*Asst. State Supt. Schools;*
*W. S. Booth,*
*Asst. State Supt. Schools*
*W. R. Foster,*
*Co. Supt. Schools, LaSalle Co.;*
*Cora B. Ryman,*
*Co. Supt. Schools, Macon Co.;*
*Chas. H. Watts,*
*Co. Supt. Schools, Champaign Co.;*
*R. V. Jordan,*
*City Supt. Schools, Centralia;*
*E. W. Powers,*
*City Supt. Schools, Watseka;*
*Board of Directors;*
*D. F. Nickols, Manager, Lincoln.*

## Financial Statement of Manager

To the Board of Directors:

I herewith submit the following report of moneys received and disbursed by me during the year, together with book sales by counties throughout the State:

### CASH RECEIPTS

| | | |
|---|---|---|
| Balance on hand July 1, 1928 | | $ 1,963.43 |
| Sale of books and diplomas (cash) | | 67,752.42 |
| Sale of books and diplomas (stamps) | | 49.47 |
| Advertising fees | | 80.00 |
| Interest (Bonds and Time Certificates) | | 187.50 |
| Discounts, rebates, and refunds | | 73.56 |
| Total cash | | $70,106.38 |

### CASH PAID OUT

| | | |
|---|---|---|
| For books to publishers | $53,766.52 | |
| For diplomas and seals | 918.00 | |
| For refunds (returned checks and school orders) | 547.44 | |
| For postage | 1,605.07 | |
| For freight, express, and drayage | 311.67 | |
| For printing | 562.05 | |
| For paper, rope, and office supplies | 434.79 | |
| For rent | 420.00 | |
| For light and coal | 64.58 | |
| For telephone | 41.75 | |
| For taxes and fire insurance | 100.10 | |
| For repairs | 36.80 | |
| For fixtures | 113.68 | |
| For Manager's salary | 4,333.00 | |
| For clerical salaries | 3,926.32 | |
| For auditing | 50.00 | |
| For legal fees | 10.00 | |
| For traveling expenses of Manager | 443.59 | |
| The Board meeting expenses | 661.28 | |
| For miscellaneous | 11.20 | |
| Balance on hand June 30, 1929 | 1,784.54 | |
| Total cash | | $70,106.38 |

### RESOURCES AND LIABILITIES

#### RESOURCES

| | |
|---|---|
| U. S. Liberty Bonds | $ 3,000.00 |
| Time Deposit Certificates | 2,000.00 |
| Accounts Receivable (books) | 256.75 |
| Accounts Receivable (diplomas and seals) | 515.76 |
| Inventory of furniture and fixtures | 756.12 |
| Cash on hand June 30th, 1929 | 1,748.54 |

#### LIABILITIES

None

| | |
|---|---|
| Net Resources, June 30, 1929 | $ 8,277.17 |
| Diplomas issued | 35,146 |
| Seals issued | 63,600 |

Respectfully submitted,
D. F. NICHOLS, Secretary-Manager,
Lincoln, Illinois

## Auditor's Report

To the Illinois Pupils' Reading Circle Board:

At the request of your President, Mr. Hoffman, I have audited the accounts of your secretary, Mr. D. F. Nickols for the year ended June 30, 1929.

The latter part of June I visited the office and assisted Mr. Larson and the young lady assistant in a complete inventory of the stock of books then on hand. A well-kept record of the inventory is available in the records of the office and the publishers were furnished with copies when checks for final settlement were sent at close of the fiscal year. Through these inventory sheets it is possible for the publishers, the office force at Lincoln, the one auditing the accounts, and the members of this board to ascertain the exact condition of the accounts with each publishing house. I sent to all the publishers for complete statements of all debits and credits in their accounts with the office. They agreed with the records in practically every case. A few minor differences exist on account of errors in matters of freight charges, change in prices, etc., all of which will be taken care of in time without any difficulty.

The banker gave me a statement of the balance cash on hand on June 30th, 1929, and showed me the bank records to that effect. Mr. Nickols accompanied me to the bank vault where I was shown a certificate of deposit for $2,000 and liberty bonds for $3,000 as kept in a safety box. The cash on hand exceeded the cash as reported in the annual report by the sum of the outstanding checks given at the close of June. The facts reported in the copy of the annual report in your hands are shown in careful detail in the records of Mr. Nickol's office.

I assure you it is a pleasure to audit the accounts of your Secretary because of the excellent condition of all records, the splendid system used and the unfailing courtesy of Mr. Nickols and his assistants.

Respectfully submitted,
*Wm. E. White, Auditor.*

A delegate moved that the report as read be accepted and placed on file, which motion was duly seconded and carried by vote.

The President then called for the report of the Committee on Teacher Training. Dr. W. P. Morgan made this report for the committee. He first explained that he had been appointed as Vice-Chairman, because the regularly appointed Chairman, Dr. David Felmley, had asked to be relieved of the work necessary in the position. The report is as follows:

(This report follows on page 190)

# Announcing the NEW-
# WORLD BOOK
## Completely NEW *from* cover *to* cover-

. . . *that*
## *Amazing* 13th Volume

After building America's greatest reference encyclopedia in 12 volumes the editors added a "lucky 13th volume"—why?

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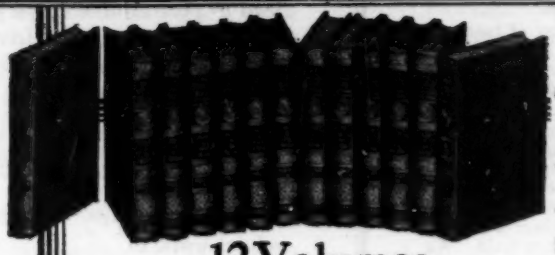
**Some teachers have recently reported that salesmen selling other books have claimed to represent W. F. Quarrie & Company—or that the publishers of the WORLD BOOK are offering the work under a different name. Please do not be deceived by those who would trade on our reputation. We publish Only THE WORLD BOOK and our representatives will not offer you any substitute.**



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The new WORLD BOOK has *twelve* volumes, instead of ten—thousands of more pages . . . many, many thousands of more pictures, some of the most remarkable you have ever seen . . . more beautiful bindings . . . finer paper and finer printing.

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Name.....

St. No.....

City.....State.....

## Teacher-Training Committee Report

PRESIDENT Felmley, who is chairman of the Teacher Training Committee, asked to be relieved of that responsibility and President Morgan has been asked to act as temporary chairman in preparing the annual report for the State Teachers Association.

In making this report the Committee desires to call your attention to the fact that certain things were recommended in last year's report.

First, that a set of the most important traits and characteristics which high school graduates should have if they were to take up the work of teaching, should be considered by all school officials and that only such graduates be advised to enter the teacher training work as have these traits in sufficient degree to insure success in a large measure.

Second, that teachers colleges be asked to provide additional faculty members to co-operate with local school officials in following up the work of the graduates of these institutions in an effort to discover the traits which lead to their success or failure.

Third, that a new bill for the certificating of teachers should be introduced in the 56th General Assembly and that it should be fashioned after Senate Bill 180, which was introduced in the 55th General Assembly.

The committee is glad to report that the first and third recommendations not only were approved by this Association but that they were also carried out as approved. The first met with the hearty approval of the School Masters' Club, and resulted in a committee report by that organization which was printed by the teachers colleges and sent out as one of their bulletins to all superintendents and high school principals. We are also glad to report that this resulted in a very much better quality of high school graduates entering the teachers colleges in the fall of 1929, and we believe this fact will be reflected in the type of teachers which are graduated from these institutions in the next few years.

The third recommendation was also approved by this association. It resulted in the new certificating law which was enacted by the last General Assembly. It meets in most respects the recommendations of the Teacher Training Committee which you approved; but your committee still wishes to emphasize the desirability of establishing sixty semester hours of work in a higher institution of learning including ten semester hours in education, five of which shall be in practice teaching as a minimum preparation for teaching in the schools of Illinois. The second recommendation, however, has not resulted in any formal arrangement between the teachers colleges and the school officials. It is possible that each group is waiting for the other to suggest such co-operation.

### Further Recommendations

The committee now wishes to make certain recommendations for your adoption at this meeting:

First, in view of the fact that no educational undertaking which is worth while can be completed in one year, we recommend the further co-operation by the teacher-training institutions and school officials to establish more definite and accurate traits in high school students which may be accepted as an indication of success if these graduates are to become teachers, and we urge that school officials especially take unusual care in recommending high school students for teaching careers.

At this point we would like also to urge the necessity for high school principals to impress upon their graduates the significant elements which underlie and permeate higher education to the effect that these high school graduates may have their minds centered on the realities of education rather than upon the glamours of society and the physical plants which such institutions maintain.

We further believe that it would help such high school officials to determine the accuracy of their recommendations if teacher training institutions would report to them the successes or failures of the entrants in teacher training institutions from their high schools. We likewise believe it would be an excellent thing if school officials would report back to the high schools in which the teachers had their secondary training the success or failure of these teachers.

Second, we believe that some plan of co-operation


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should be established between the teachers colleges and the administrators of school systems which will make the needs of the public schools more evident to the teachers colleges and the work of the teachers colleges more satisfactory to the public school officials. We recommend that conferences between these groups be held annually.

Third, we believe that the new certificating law is a step in advance in the certification of teachers for the State, but we feel that much of the improvement in teaching which it is intended to bring to the State will be null and void unless the standards which it sets up are very definitely adhered to by all who are to administer its provisions.

We are therefore anxious that this Association should go on record as approving the new certificating law and as insisting in the definite enforcement of all of its provisions. In connection with this we suggest especially that the following things be stressed:

A. That the Examining Board make such regulations with respect to the Certificating Law and such interpretations of equivalents as will be in harmony with the high standards which actuated its formation and which are provided in its various articles.

B. That county superintendents, city superintendents and high school principals keep in close touch with its provisions and do their best to act accordingly.

For example, we believe that those who supported the Certificating Law had in mind that high school teachers should teach high school subjects in which they had had college training. We recommend therefore, that teachers be assigned to teach subjects in which their preparation will meet the approval of the accrediting agencies in Illinois.

Again we suggest that the Certificating Law provides for various grades of elementary teachers and we suggest that superintendents and boards of directors should not be satisfied to have all of their teachers fall in the lowest class, nor should the average including high school teachers be assumed to be satisfactory if all of the high school teachers are of the highest grade and the elementary teachers of the lowest. In other words, any school system should at least employ some of the highest grade teachers which are available in every department.

Fourth, we are not unaware of the added responsibility which these higher standards of teaching place upon the teacher-training institutions of the State of Illinois, nor are we unmindful of the fact that even in the past their plants, equipment, and faculty preparation have been inadequate. We therefore urge that these institutions be even more liberally dealt with by the State in order that they may improve their standards to meet the new demands of an ever more complex public educational system.

### Services of Teacher-Training Schools

We wish to specify in this respect that these institutions are largely efficient in proportion to the training schools which they maintain, the preparation and experience of the faculty which they employ, and the richness of the curriculums which they offer. Hence they must first of all have adequate appropriations to maintain the highest standards in these respects.

At this point we are glad to recognize the efficient work which the teacher-training institutions have done under their limited opportunities, and we beg especially to call to the attention of the State their recent efforts to help the rural schools by providing rural practice schools near these institutions wherein thorough rural training for their students who expect to teach in rural schools is provided under the best rural supervision which is obtainable, and under college experts who are thoroughly experienced in this kind of work and highly trained in its processes.

We also beg to call attention to the work which these institutions have been doing by extension for the teachers in service, and we commend to all school officials whose schools these departments touch the most thorough co-operation in these types of work. We ask of the State ample appropriations to extend this work in this and other essential directions.

In conclusion we wish to thank the Association for the support it has given this committee, for the approval it has given the recommendations of the committee, and for the co-operation and efficiency it has shown in trans-


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I really have four dimensions, pleasure, profit, recreation and the internationalization of the human race. Here at home my first three phases are not without merit but if you would enjoy me in my boundless scope, especially in my fourth dimension, you must go to other worlds than ours. Ever since a plucky Italian was blown across the Atlantic and a Pilgrim father felt the need of a bit more freedom, I have been known as EUROPEAN TRAVEL.

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forming these recommendations into realities through appropriations and laws through legislation. We now ask your unreserved support in their further execution.

Respectfully submitted,
*H. H. Schroeder*
*Karl L. Adams*
*Harry Taylor*
*Carrie Barnes*
*Frances Stokdyk*
*H. B. Fisher*
*Butler Laughlin*
*H. W. Shryock*
*William Harris*
*E. W. Powers*
*L. C. Lord*
*T. Arthur Simpson*
*H. S. Walker*
*Leilah Emerson*
*J. A. Strong*
*Sophia L. Camenisch*
*Floyd T. Goodier*
*T. J. McCormack*
*Frances E. Harden*
*W. P. Morgan, Vice Chairman*
*Committee.*

After reading the report Mr. Morgan moved that it be adopted as read which motion was duly seconded and carried by unanimous vote.

Mrs. Fannie Spaits Merwin made the following motion:

"I move that the secretary be instructed by this body to send to Dr. Felmley a message assuring him that the principles of teacher training for which he so long labored are still considered of paramount importance by the Association, that this representative body has accepted and adopted the report of his committee, and extends to him the compliments of the season and its regrets for his absence."

This motion was duly seconded and unanimously adopted.

The President next called for the report of the Auditing Committee, whereupon Mr. A. E. Turner, Chairman of the committee, presented the accompanying report and in addition, read the report of the certified accountants which had been made a part of the report by the treasurer.

Mr. Turner moved that the report be adopted as presented, which motion was duly seconded and carried by unanimous vote.

The President next called for the report of the Committee on State School Fund. Mr. N. M. Mason, Chairman of the committee, distributed printed forms of the report and then read it, as follows:

| County | Rank in Ability to Support Education | County Allotment from State Fund | | | Average Allotment per Teacher employed | | |
|---|---|---|---|---|---|---|---|
| | | 1924 | 1928 | 1929 | 1924 | 1928 | 1929 |
| Jasper | 94 | $23,231. | $23,693. | $41,419. | $174. | $183. | $321. |
| Jefferson | 93 | 40,816. | 59,519. | 64,430. | 188. | 248. | 270. |
| Wayne | 96 | 33,920. | 43.913. | 62,430. | 188. | 229. | 330. |
| Pope | 97 | 14,464. | 19,193. | 25,623. | 209. | 266. | 366. |
| Saline | 102 | 58,670. | 67,191. | 106.031. | 266. | 294. | 469. |
| White | 92 | 28,872. | 38,002. | 45,014. | 178. | 236. | 281. |

## Report of Auditing Committee

Springfield, Ill., Dec. 28, 1929.

TO the Officers of the I. S. T. A.: The Auditing Committee appointed by your President has examined the financial records of your secretary and treasurer, and find that these records substantiate the following receipts and disbursements:

GENERAL FUND

| | |
|---|---|
| Total Cash Receipts | $61,926.60 |
| Total Disbursements | 33,706.84 |
| Cash balance in General Fund | $28,219.76 |

BUILDING FUND

| | |
|---|---|
| Total Cash Receipts | $ 8,894.13 |
| Total disbursements (bonds) | 6,863.82 |
| Cash balance in building fund | $ 2,030.31 |
| Bond resources in building fund | 30,200.00 |
| Total Building Fund | $32,230.31 |
| Cash in general fund | 28,219.76 |
| Total resources of Association | $60,450.07 |

This finding of the Auditing Committee is in accord with that of Gauger and Diehl, public accountants, whom the Executive Committee authorized to audit these accounts on December 15, and whose findings are attached to this report.

The Auditing Committee has found the financial records of your secretary and treasurer in excellent condition, and worthy the confidence which this great organization has and will continue to have in them.

Very respectfully submitted,
*Geo. M. Smith,*
*Ethel B. Hartman,*
*E. A. Turner,*
*Auditing Committee.*

## Report of the Committee on State School Fund

TO the Representative Assembly of the Illinois State Teachers Association:

During the past year your committee on State School Fund has changed its policy of watchful waiting, announced in our last preceding report, to a policy of planning and action. We have now had opportunity to study the results of the new plan distributing the fund. Our study has convinced us that an improved method of distributing the fund has been adopted and that a start has been made toward equalization. Our great task from now on is to secure a State School Fund large enough to make possible a reasonable equalization program.

The "samples" in the adjoining columns show how this present improved plan of distribution is working in the poorer counties of the state in comparison with the previous plans. Notice the decided increases under the present plan:

As you all know, the State School Fund was increased by the General Assembly this year from $8,000,000 to $10,000,000 a year. This was accomplished by organized team work under the leadership of our secretary. The officers of the association, its various committees, members in the ranks, their school boards, and many civic organizations all worked together to bring about this increase. We cannot stress too much the effectiveness of team work in putting across needed school legislation of any kind.

But this increased fund of $10,000,000 a year will not enable the state to pay all state aid claims in full in all counties. According to figures compiled by our director of research, four-fifths of the counties will not receive enough to pay their district claims in full. With our $10,000,000 State School Fund, only about $9,000,000 will be available for distribution to the school districts after the allotments have been made for the pension fund, county superintendents' salaries, orphan tuition, and aid to state institutional districts. Hence, the state will contribute only about 6½% of the total expenditures for the common schools. This will average actually less than $8.00 a pupil in average daily attendance.

For purposes of comparison, we list the following states:

In Minnesota 25% of the cost of the common schools is borne by the state. This averages about $24 a pupil in average daily attendance.

In Michigan 20% of the cost of the common schools is borne by the state. This averages about $22 a pupil in average daily attendance.

In New Jersey $16,000,000 of the $63,000,000 spent annually on the schools is contributed by the state. This is 25% of the total, or $27 a pupil in A. D. A.

Texas contributes $22,000,000 of the $48,000,000 cost, or about 46% of the total cost of the schools.

Washington contributes 31% of the total expenditures, or an average of $30 a pupil in A. D. A.

Maryland contributes about $17 a pupil in A. D. A.

Maine contributes 26% of the total cost of the schools.

California contributes to the county $30 a pupil. This must be supplemented by an equal amount per grade pupil and by double the amount per high school pupil and distributed through county channels according to the number of teachers credited.

Pennsylvania contributes about $26,000,000 a year, or about $15 a pupil in A. D. A.

New York contributes nearly $82,000,000 to the support of her common schools. Much aid is given to weak districts. Figured on a basis of "average per pupil," this would be about $45 a pupil in A. D. A.

We believe Illinois can do as well for the children in her public schools as these other states, and that it is her duty to do so. Therefore, this Association should continue its efforts to secure a State School Fund sufficiently large to actually make possible a reasonable educational program in every school in the state.

Since the adjournment of the legislature, our committee has held two meetings. We have discussed and fully agreed upon the following program looking toward the equalization of educational opportunities in Illinois:

First: We believe that the State School Fund must be at least 25% of the total cost of the schools of the state before we can insure equalization on a reasonably high minimum standard. We believe also that the most practical way to secure this amount is to attain it by degrees; therefore, we would insist that the fund be increased by at least $2,000,000 a year at each regular session of the General Assembly. However, we are of the opinion that if new sources of revenue for the schools are found we should feel free to stand for a much larger increase at one time than $2,000,000 a year.

Second: We believe that the State Teachers Association should advocate and work for the enactment of a state income tax law, the entire proceeds of which shall be used for the support of the public schools, and a large part of which shall go into the State School Fund. A state income tax seems imminent. It behooves the State Teachers Association to see that when it is enacted the proceeds shall be devoted to education.

Third: We believe this Association should go on record as being opposed to any further deductions being made from the State School Fund for any new purposes.

Fourth: We believe it inadvisable at the present time to advocate any material change in the law for distributing the State School Fund. Serious study should be given the matter before any such charges are advocated. However, we should stand for paying the present claims in full, and for raising the equalization base a little higher.

We believe the outlook for the future is very promising. The Association has never been in such an excellent strategical position as it occupies at present. Never before have we had all the forces of the state that are interested in educational progress so unanimously in accord with each other. The present governor has placed himself publicly on record as admitting that a State School Fund of more than twenty millions is now needed annually in order to equalize educational opportunities. The members of the General Assembly realize the needs of the schools and feel their responsibilities toward the schools more keenly than ever before. This is due largely to the effective way in which the interests of the schools have been kept before them for the last fifteen years or more. The enactment of laws increasing the minimum length of the school year and requiring higher qualifications for beginning teachers makes it necessary that poor school districts receive more aid from the state.

Certainly the present situation offers both encouragement and a challenge to us to continue our efforts to establish a higher level of equality of educational opportunities for the children of Illinois.

Respectfully submitted,

*Don C. Rogers,*
*D. Walter Potts,*
*H. J. Beckemeyer,*
*E. H. Lukenbill,*
*Wm. E. White,*
*N. M. Mason, Chairman.*
*Committee.*


## *Dean Gray, University of Chicago, Says*

"VIGOROUS campaigns are needed to help educate parents concerning the merits of different types of magazines and to awaken school authorities and teachers to the urgent need of providing suitable magazines for use in schools and of giving instruction concerning their relative value and use. As pointed out by several writers, the development of a critical attitude among school pupils concerning newspapers and magazines may soon result in a radical improvement in the kinds of magazines found in the home. It is equally essential in the development of intelligent adult readers tomorrow."

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After briefly discussing the report, Mr. Mason moved that it be adopted as presented, which motion was duly seconded and carried by unanimous vote.

The President then called for the report of the Committee on Resolutions. Mr. Justin Washburn, Chairman of that committee, explained that the Committee on Resolutions found itself with little to do, since most of the work heretofore assigned to his committee had been attended to by special committees. He then presented the following brief report:

### Committee On Resolutions

TO the Representative Assembly of the Illinois State Teachers Association, December 27, 1929:

I. We favor legislation which will permit junior high schools to be established and administered either by high school districts or by elementary school districts, by joint agreement between them, confirmed by referendum vote, and which will provide for such apportionment of taxes for their support as may be agreed upon by the districts concerned.

II. We recommend that the committees on larger District Unit and State School Fund be authorized and requested to publish reports, and that sufficient money be appropriated to the publicity fund, or special printing fund, to enable the board of directors to have such reports printed and distributed.

III. We believe a Department of Education, with a secretary in the President's cabinet should provide for the schools a research and information service comparable to that offered other great national interests by the Departments of Agriculture, of Commerce, and of Labor. We, likewise, believe more efficient administration of the national government's educational activities could be secured through this department. Therefore, we reindorse the education bill, which would create such a department, and urge our delegation in Congress to support this measure.

IV. We favor a program of instruction for the inculcation of an attitude of respect for law and order.

V. We extend our commendation to the executive committee for their judgment in arranging the 1929 program.

VI. We commend the state secretary, Mr. R. C. Moore and his assistants for their successful efforts with the State Legislature in the interests of the schools of Illinois.

VII. We heartily endorse the efforts of our national government to promote peace among the nations of the world.

VIII. We believe that the teachers throughout the state should have an intelligent and effective interest in the work of the Illinois State Teachers Association and, to that end we instruct the president to appoint a committee of three to work with the executive committees of the divisions of the State Association and with the county superintendents of the state to make a plan by which speakers may appear on the programs of the division meetings and county institutes for the purpose of informing teachers concerning the State Association, its problems and achievements.

Mr. Washburn moved that the report be adopted as read, which motion was duly seconded and unanimously adopted.

### Budget Committee

President Wham next called for the report of the Committee on Appropriations; whereupon, Mr. J. R. Skiles, Chairman of the committee, presented the report which contained an item of $800 for the salary of the treasurer. Upon motion by Mr. W. R. Foster, which was duly seconded and carried by unanimous vote, this item was increased to $1000.

Mr. Roy V. Jordan discussed briefly the item of $8000 to the ILLINOIS TEACHER and recommended that the secretary be given full authority to censor the advertising included in the ILLINOIS TEACHER. He spoke critically of the recent advertisements inserted in the ILLINOIS TEACHER by financial companies making small loans. He also recommended that some steps be taken by the Association itself to make such loans where necessary, since he had learned that bankers often decline to make small loans to teachers.

After a brief discussion of one or two other items, a motion was made to adopt the budget, which is the report of the Committee on Appropriations, as amended. This motion was seconded and carried by unanimous vote. (See adjoining columns.)

The President then called for the report of the Committee to Confer with the Board of Trustees of the State Teachers Pension Fund; whereupon Mr. August Maue, Chairman of the committee, read the following:

### Pension Committee Report

YOUR Committee to Confer with the Board of Trustees of the State Teachers' Pension and Retirement Fund, suggests:

1st. That the Pension Law be revised so that teachers will receive pensions as follows:

Retire at 50 years—25 years of service—$400.

Retire at 55 years—30 years of service—$500.

Retire at 60 years—35 years of service—$600.

2nd. That a committee be selected to devise plans for providing funds for the increased expenditures.

3rd. That this Committee draw up a bill making provisions for the above requirements and submit it to the Illinois

### BUDGET FOR 1930

| | | |
|---|---|---|
| Cash on hand, December, 1929 (General Fund) | $28,219.76 | |
| Annual Dues (Estimated 1930) | 37,000.00 | |
| Interest on Bank Balance | 600.00 | |
| | | $65,819.76 |
| **Expenditures** | | |
| 1. 37,000 subscriptions to Illinois Teacher | | $ 8,000.00 |
| 2. Salaries: | | |
| (a) Secretary | $ 7,000.00 | |
| (b) Treasurer | 1,000.00 | |
| (c) Director of Research | 5,000.00 | |
| (d) Part-time Stenographer for Secretary | 500.00 | |
| | | $13,500.00 |
| 3. Expenses of Officers, Committees, etc: | | |
| (a) Board of Directors | $ 500.00 | |
| (b) Legislative Committee | 1,000.00 | |
| (c) Other committees | 600.00 | |
| (d) Secretary | 900.00 | |
| (e) Office equipment | 700.00 | |
| (f) Treasurer | 600.00 | |
| (g) Research and Statistics | 3,000.00 | |
| (h) N. E. A. Affiliation | 100.00 | |
| (i) N. E. A. Director | 500.00 | |
| (j) N. E. A. Delegates | 2,000.00 | |
| | | $ 9,900.00 |
| 4. Contingencies | $ 2,500.00 | |
| 5. Annual Meeting | 2,000.00 | |
| 6. Bills payable | 500.00 | |
| 7. Publicity | 2,000.00 | |
| 8. Building Fund | 5,000.00 | |
| | | $12,000.00 |
| Total | | $43,400.00 |
| Balance | | $22,419.76 |

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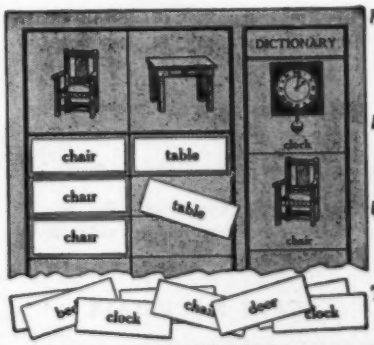


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State Teachers Association at its next meeting.

4th. The State Teachers Association shall provide funds sufficient to pay the necessary expenses of the Committee provided for in this report.

*August Maue, Chairman;*
*Letty M. Henry,*
*E. L. Nygaard.*

Mr. Maue moved that the report be adopted, which motion was duly seconded and carried.

### Vote to Purchase Property

President Wham called up for consideration the matter of purchase of property by the Association, which had been presented at a previous session by Director John A. Hayes. The President called attention to the printed recommendations that had been placed in the hands of the delegates, recommending the purchase of the Edwards Street Baptist Church property.

Mr. H. A. Perrin, a delegate from the Northeastern Division, stated that this matter had been discussed by the Committee on Legislation and that the members of that committee were in favor of the purchase of a lot and erection of an administration building. There was much discussion of a similar nature by individual members, but no opposition to the recommendations appeared.

Mr. W. T. Felts, a delegate from the Southern Division, moved that the Board of Directors be authorized to purchase the lot recommended, at the price stipulated in the report. This motion was duly seconded and after a brief discussion was carried by unanimous vote of the Representative Assembly.

Mr. Perrin moved that the Board be directed to continue its study of plans and to build a suitable building on the lot after its purchase. This motion was duly seconded and carried by a unanimous vote of the Representative Assembly.

Mr. Perrin moved that the administration building be named "The William Bishop Owen Memorial Building," which name is to appear on the stationery. This motion was seconded and carried by unanimous vote of the Representative Assembly.

After considerable discussion in regard to the cost of such a building and means of financing it, Mr. Roscoe Pulliam, a delegate from the Southern Division, moved that the


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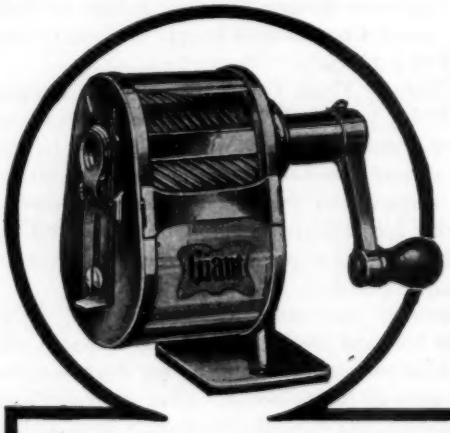

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Board of Directors be authorized to build such a building as they consider necessary for the needs of the Association and to issue bonds for the completion of the building, if they find such a bond issue necessary. This motion was duly seconded by Mr. Perrin and carried by unanimous vote of the Representative Assembly.

The regular business of the association having been finished, President Wham called to the stage and introduced his successor in office, Mr. Justin Washburn of Rock Island. Mr. Washburn in a few well-chosen words expressed his appreciation for the honor bestowed upon him and his realization of the responsibility of the position.

The secretary announced that Miss Powell, a delegate from Chicago, might have something to say in connection with the problem raised by Mr. Jordan early in the session. The President called on Miss Powell, who arose and explained that the Chicago Teachers' Federation and some other groups of public employees had devised a system of credit unions that make such financial companies as are now advertising in teachers' journals unnecessary. She recommended that the State Association make a study of this plan for credit unions.

The President then made the following statement:

I thank you for the fine spirit that has pervaded this meeting, and for the fine support you have given me and those participating on the program, or who have acted in any official capacity. John Burroughs once said "I never could leave a camp-fire smoldering in the morning without feeling a sense of vague regret that I was leaving a portion of my life behind me." I have been around this camp-fire for the last three days, and I am very sure that in the years to come, meditative memory will designate and dignify this as one of the most enjoyable episodes in my life. Again I thank you for your support during this meeting.

If there is no further business to come before us, I now declare that the 76th annual meeting of the Illinois State Teachers Association stands adjourned.

Whereupon, the 76th annual meeting of the Illinois State Teachers Association was adjourned *sine die*.—*Robert C. Moore, Secretary.*


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## County Superintendents' Section of the I. S. T. A.

THE County Superintendents' Section of the Illinois State Teachers Association was called to order by State Superintendent Francis G. Blair at four o'clock p. m. on Thursday, December 26, 1929.

The following persons were recommended by the various divisions of the state for the positions named and unanimously endorsed or elected by the Section:

### Northern Division

Member of State Examining Board, W. W. McCulloch, Pontiac.

Members Teachers' Reading Circle Board, Walter F. Boyes, Galesburg; E. C. Fisher, Peoria.

Member of Pupils' Reading Circle Board, W. R. Foster, Ottawa.

Members of Advisory Committee to Confer with Examining Board on Standards of Professional Growth, Mary Utoff, Princeton; F. M. Winbigler, Monmouth; C. E. Griffith, Toulon; W. H. Hubbard, Sycamore.

Members of Standing Committee on State Course of Study, L. W. Miller, Dixon; W. W. Tucker, Cambridge.

Member of Spelling Contest Committee, I. F. Pearson, Rockford.

### Central Division

Member of State Examining Board, E. H. Lukenbill, Lincoln.

Member of Teachers' Reading Circle Board, Walter E. Buck, Virginia.

Members of Advisory Committee to Confer with State Examining Board, etc., Victor B. Wood, Rushville; L. E. Wilhite, Carlinville; L. A. Tuggle, Danville; Cora B. Ryman, Decatur.

Members of Standing Committee on State Course of Study, May Porter, Clinton; Charles McIntosh, Monticello.

Member of Spelling Contest Committee, Beulah Wood, Petersburg.

### Southern Division

Member of State Examining Board, E. E. Harriss, Pinckneysville.

Member of Teachers' Reading Circle Board, E. H. Hostettler, Olney.

Members of Advisory Committee to Confer with State Examining Board, etc., Rose Janssen, Mt. Vernon; M. L. Hunt, McLeansboro; C. V. Parsons, Golconda; J. W. Anthony, Greenville.

Member of Standing Committee on State Course of Study, John E. Miller, Belleville.

Member of Spelling Contest Committee, Ethel B. Hartman, Mound City.

*Lucy B. Twente,*
*Secretary.*

## Proceedings of Board of Directors Meetings

THE Board of Directors of the Illinois State Teachers Association held a meeting in Springfield, beginning at 10 A. M. on Thursday, December 26, 1929. There were present President Geo. D. Wham and Directors W. R. Foster, Justin Washburn, John A. Hayes, J. R. Skiles and Secretary Robert C. Moore.

The matter of the management of the program of the annual meeting for the next two days was discussed and the assignments of different duties were made. The secretary then read the following petition from the Central Division of the Association:

To the Board of Directors of the Illinois State Teachers' Association:

At the annual meeting of the Central Division of the Illinois State Teachers Association held at Normal University in March, 1929, a motion was adopted to bring the matter of the division of the Central Division to the attention of the Board of Directors of the State Teachers Association, passing on the division of the State into fourteen or more divisions, or the re-allocation of counties to the end that we may take care of the members. President Nickols stated that a committee should be appointed to confer with the State organization, which meets during


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the holidays, with regard to re-allocation of the counties in this division. It was agreed that this committee be the executive committee and the county superintendents of eight counties in the Central Division and that this committee work out a plan to present to the Board of Directors of the I. S. T. A.

Pursuant to the above action a meeting of said committee was held at Normal on November 25, 1929 to consider the proposition of dividing the Central Division and allocating the counties, to prepare a plan for such division and to submit such plan to the Board of Directors of the State Teachers Association. The proposition was thoroughly discussed and a motion was adopted to petition the Board of Directors of the State Teachers Association to divide the Central Division into two divisions and re-allocate the counties as follows: one division to consist of Livingston, McLean, DeWitt and Logan counties and the other division to consist of Peoria, Woodford, Tazewell and Mason counties.

We, therefore, respectfully request that you take cognizance of this petition and give it due consideration.—*R. V. Lindsey, President; E. H. Lukenbill, Secretary, Central Division, Illinois State Teachers Association.*

After motion duly made and seconded by the members of the Board and unanimously carried by vote, the petition was granted.

A letter from Mr. G. W. Patrick of Springfield in regard to publication of a history of the State Teachers Association up to 1912 which he had written, was read. A motion was made that the Board look with favor upon the publication of a history of the association, but that action be defered until the history of the association is completed up to date. This motion was seconded and carried by vote.

The president read a communication from E. W. Powers, President of the East Central Division expressing the gratitude of the officers of that division for the action of the Board in regard to giving a note for the shortage of dues from that division. The letter was ordered filed.

The president read the following communication:

Mr. Geo. D. Wham, President Illinois State Teachers Association, Carbondale, Illinois.

Dear Sir:

At a meeting of the Revenue Investigation Commission, created by an act of the Fifty-sixth General Assembly which was held at the Sherman House in Chicago on December 18th, 1929, it was moved and unanimously caried by the Commission:

That the various organizations which had been asked to attend this meeting and such other organizations as may be suggested by the Commission be invited to organize a joint committee (consisting of not more than three members—one of whom is to act as spokesman) for the purpose of discussing revenue matters with this Commission, and recommending to this Commission such remedies as to said joint committee may seem advisable.

This action was taken after an expression on the part of various state-wide organizations in attendance that such an organization would be helpful in formulating a plan to be suggested to the next session of the Illinois Legislature whereby the revenue system of the State of Illinois may be improved.

The Commission has called another meeting to be held at the Sherman House in Chicago on January 8th, 1930, at ten A. M., for the purpose of further discussion of revenue matters, and you are requested to have your organization represented at this meeting by a committee of not more than three members.

Yours very truly,

*H. S. Hicks,*

*Secy. Revenue Investigation Comm.*

A motion was made, seconded and carried that Mr. Justin Washburn, J. R. Skiles and Secretary Robert C. Moore be appointed as a committee


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to comply with the request in this letter. Several bills were read and ordered paid upon motion and vote of the Board of Directors. These bills will be found in the record as paid by orders, Nos. 1 to 41 inclusive.

The meeting adjourned to re-convene on Saturday immediately after the adjournment of the annual meeting.

### Adjourned Meeting

The Board of Directors of the Illinois State Teachers Association met in the Centennial Building in Springfield at eleven A. M. on Saturday, December 28th, pursuant to adjournment on Thursday. There were present President Geo. D. Wham, Directors Justin Washburn, J. R. Skiles, John A. Hayes, Secretary Robert C. Moore and Treasurer Charles McIntosh.

The matter of purchase of property as just authorized by the Representative Assembly was first considered. It was moved by Mr. Skiles and seconded by Mr. Washburn, that Secretary R. C. Moore be directed to notify the board of trustees of the Edwards Street Baptist church property that their proposition is accepted as submitted and that the Illinois State Teachers Association will purchase the property for $15,000, providing a clear title can be given and a permit can be obtained from the city authorities which will allow the Association to build the kind of a building planned. The motion was unanimously carried by a vote of those present.

Mr. Washburn moved that the secretary be directed to apply for a permit to erect on the lot such a building as planned by the committee of the board. This motion was seconded by Mr. Hayes and carried by a unanimous vote.

By a motion duly seconded and by a unanimous vote, the secretary was directed to have a competent attorney examine the abstract of the property under consideration.

Upon motion duly seconded and by unanimous vote of those present, the salary of the treasurer was set at $1000 per year.

Upon motion duly seconded and carried by vote the meeting was adjourned sine die.—*R. C. Moore, Secy.*

### Respectfully Yours

Here is a note to a teacher breathing a very naive spirit. The boy was presenting the skeleton of a cat to his science teacher in grade 7 B1. The boy attends the Abington Township Schools.

Miss Clayton:

The cat is present. I got it after school. I'm sorry I forgot to come to your room at lunch and get it then. I forgot, but it is here now. Some of the fur has to come off and the claws are loose. A tooth and some more things are there. Dick Olberhaltzer of 7 A2 helped me. It's kind of dirty but I hope you like it. Respectfully yours,

Bill Whitley

P. S.—Forgot the respectfully yours and had to squeeze it in.—*Pennsylvania School Journal.*

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## Passion Play of Oberammergau Is Attracting Many American Tourists

THERE is one spot, in the Bavarian Highlands, in the beautiful valley of the Ammer and under the shadow of the peak of the Kofel, where nestles a little village whose sun still rises and sets in perfect tranquillity. It is there that the world of today may witness the scenes that took place in the streets of Jerusalem, in the Garden of Gethsemane and on the heights of Golgotha.

With Oberammergau and its Passion Play we always associate the name of Caspar Schuchler. If he sinned, and doubtless he did, when he broke all quarantine regulations existing in 1633 between the village and the outside infected world, poor Caspar was the first to suffer the terrible retribution which he himself brought to the valley of Ammer. So rapidly did this fatal disease spread that in one month's time 84 out of a total population of 1,000 had died and many more were afflicted. The living sought refuge in God and made a vow that if this curse were lifted, in token of an everlasting gratitude they would faithfully perform the Divine Passion once in every decade.

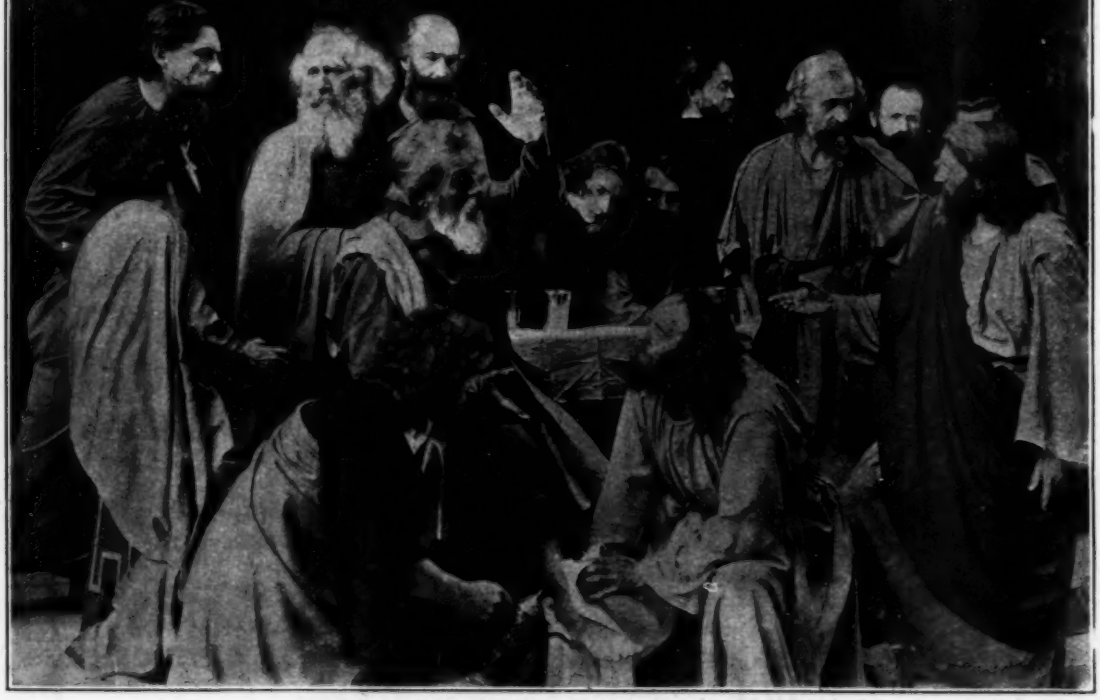
Tradition tells us that after the vow was made, death found no more victims in that place. However this may be, the descendants of those who first made the vow have with all sincerity performed the Divine Drama every ten years since. Once or twice, because of war, the Christ has been called from the Cross. The recent World Conflict made it impossible in 1920 but in 1922 we were again privileged to witness an interpretation of the scenes that have been slowly transforming the world. The first rehearsal took place in 1634; the last in 1922. Although the last Play was given in 1922, those responsible have reverted to the decennial system and have arranged for its presentation in 1930.

So we do feel deeply indebted to Caspar Schuchler, for through his disobedience we have the survival of one of the most impressive and profoundly suggestive religious institutions that our world has ever known.

Oberammergau lies about sixty miles southwest of Munich, the capital of Bavaria. Oberammergau (*Ober* meaning upper, *gau* a district and *ammer* a river) is reached by rail from Munich, passing Lake Starnberg in whose waters the unhappy King Ludwig II was drowned in 1886, to Murnau, and thence by electric train. This is the route that many thousands will take this summer. In making the trip by auto, one motors from the Bavarian capital via the valley of the Ammer to Oberau, thence over the Bavarian Alps, to again enter the valley, guided, as it were, by the golden cross on the peak of the Kofel, at the base of which nestle the comfortable homes of Oberammergau's 1,600 inhabitants.

Although hemmed away from many of the activities of the busy world on the other side of those rugged peaks, these good people are never lacking in something to do. Here we find sculptors, wood-carvers, painters, potters and artisans of many other vocations. Wood-carving is the principal occupation of the townspeople and in this work the skill displayed rivals anything that one sees in the distinctly wood-carving country of Europe, Switzerland. In fact, the people are more Swiss than German in character, in manners, habits, customs and costumes, although the German tongue is used exclusively. There are some painters whose ideas of art are worthy of any critic's commendation. Many of the homes are decorated within and without by deft hands. Among the potters in the town, Anton Lang (the Christus) stands alone.

In the role of the Christus, Mr. Lang is at his best. His sterling worth, his amia-



Scene from the Passion Play at Oberammergau

ble disposition, his striking personality and native ability place him in a class by himself. He seems to have every qualification for the part he assumes. He will tell you that while on the cross he seems to suffer physical pain, as did the One who died thereon. He impresses you with the holiness of the character he impersonates. On this day he seems far above worldly thought, motive or desire. Mr. Lang remains on the cross for 23 minutes, supported by an immense corset about his body and laced to the cross, his arms supported by flesh colored straps, his feet resting on a small block of wood, invisible to the eye. Twelve minutes more are consumed in the Descent from the Cross. Mr. Lang's vitality after this ordeal was so low that death would result if he were taken down in less time.

The Passion Play as given at Oberammergau is divided into three parts. Part One—from Christ's triumphal entry into Jerusalem to His being taken captive in the Garden of Gethsemane—contains seven acts, among the most impressive of which are: "The entry into Jerusalem;" "The Leave-taking at Bethany;" "The Last Supper;" "The Garden of Gethsemane." Part Two—from the arrest to the condemnation under Pilate—also contains seven acts, among them "Christ before Caiphas;" "The Despair of Judas;" "Christ Scourged and Crowned with Thorns." Part Three—"The Way of the Cross," or from the condemnation to the Resurrection—is divided into four acts: "The Way to the Cross;" "The Crucifixion;" "The Resurrection;" "The Ascension."

At the beginning of each act, the speaker of the Prologues recites a few lines of explanation, then the choir sings, after which the curtain rises and the tableau is shown. The entire play is most beautifully worked out and does more than merely set forth the story as we find it in the New Testament in that a connecting link has been established between it and the Old Testament. The latter is the basis, and the tableaux show it, on which the entire play is constructed. Tableaux from the Old Testament, its prophecies, characters, etc., prefigure that which actually did take place in the life of Christ. In other words, the Old Testament is the massive pedestal upon which the Passion Play has been constructed. Although given in its entirety in the German language, anyone with even a meager knowledge of the Scriptures will be able to follow the story and grasp its full significance at all times.

All the players are trained from childhood for the various parts for which they may have adaptability. All adhere to simplicity in dress and none would dare to institute a makeup which was other than natural. No wigs are worn, no paint or powder is used. For several years before the Play is given, the older men allow their hair to grow quite long in order to more closely resemble the men whom they undertake to imitate. No married woman is allowed to assume any one of the major parts.

No doubt the reader marvels at how this little hamlet can take care of so many visitors at one time. Once you are there and understand the system, you see that it is easy enough. Naturally, in a town of this size, there are but few hotels. If you are to witness the Play on Sunday, you will arrive on Saturday but you must leave on Monday, especially if there is to be a Monday performance. You will be most comfortably housed in one place or another. All the homes are numbered without regard to streets. Indeed one can say that there are no streets in the town, only lanes and bypaths. The houses begin with Number One and continue until all have been numbered. These homes are not only very comfortable but very clean and homelike, with a hospitality such as one seldom enjoys. One need not be amazed if he walks from the living room into another part of the same building and finds one or two of the village's 700 cows enjoying the protection of the same roof.

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"What have I in my hand?" he asked.

"A tin can," came the answer.

"Very true. Is the can an animate or inanimate object?"

"Inanimate."

"Exactly. Now, can any litle boy or girl tell me how, with this tin can it is possible to generate a surprising amount of speed and power almost beyond controy?"

One litle boy raised his right hand.

"You may answer, Carter."

"Tie it to a dog's tail!"—*Exchange.*


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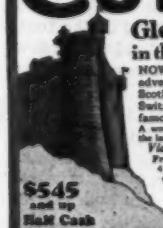
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damental life of a people, seldom find a place in history among events of greater magnitude. Its every description is accurately presented, every statement of fact carefully verified, and every custom faithfully interpreted.

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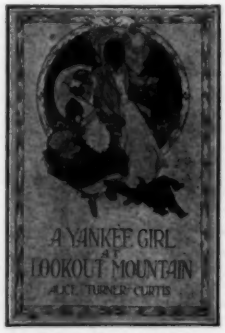


Constance Lane is a loyal little Yankee girl living with her grandmother in Chattanooga, Tennessee, just previous to and during the battle of Lookout Mountain in October, 1863. She is fortunate enough to meet leading officers both of the North and South and she helps to keep the wounded soldiers happy with little songs and entertainments. An absorbing tale for young girls.

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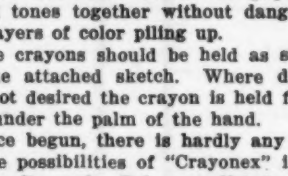

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**Chicago Association for Child Study and Parent Education,** three-day conference, Palmer House, Chicago, March 6-8, 1930. Leah L. Blumberg, publicity chairman, 537 South Dearborn Street, Room 1308.

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**Columbia Scholastic Press Association,** sixth annual convention, Columbia University, New York City, March 13-15. Joseph M. Murphy, executive secretary, 406 John Jay Hall, Columbia University, New York City.

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**Music Supervisors' National Conference, Chicago,** March 24-28. At the same time the Second National High School Chorus will be assembled and give a concert on the last evening. Application blanks and enrollment cards may be secured from R. Lee Osburn, Director of Music, Provisio Township High School, Maywood, Illinois.

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**N. E. A. Annual Meeting,** Columbus, Ohio, June 28-July 4, 1930.

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**Southeastern Division,** I. S. T. A., Olney, October 9, 10, 1930.

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**Western Division,** I. S. T. A., Galesburg, Thursday and Friday, October 9, 10.

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**Eastern Division,** I. S. T. A., Mattoon, Friday, October 17, 1930. This is a slight change in the usual date, and is a change from Charleston where the meetings have been held for some time. The Executive Committee has no idea of making this permanent, but this seemed the logical thing to do in face of the fact that the accommodations seemed better at Mattoon than they are at present in Charleston. Also, the location of Mattoon is nearer the center of the division.

Speakers engaged: Mr. Cameron Beck, New York Stock Exchange, Mr. Tom Skeyhill. Nell F. Taylor, Tuscola, chairman executive committee.

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**Northwestern Division,** I. S. T. A., Rockford, October 24, 1930.

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**Northeastern Division,** I. S. T. A., Joliet, November 7, 1930.


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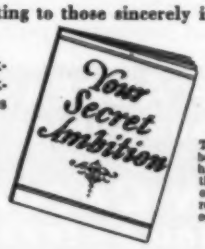

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## Clippings Concerning Crime

SINCE we have occasionally used these columns to comment on the crime problem and the relation of age, influence, education, and intelligence to it, we quote here three paragraphs culled the same day from three Illinois papers.

An editorial in the *Illinois State Journal*, Springfield, of December 9 quotes Bennett Mead of Uncle Sam's Census Bureau in a report he made of a study of census reports a few years ago. Mr. Mead said: "Insofar as education, or the lack of it, is a factor in the situation, the statistics indicate that an increase in educational facilities, and their use, tends to reduce crime. While 10.7 per cent of prisoners were illiterate, 67.5 per cent had only elementary educational status, 14.4 per cent high school status, 3.4 per cent college or professional school status, and only 1 per cent trade school training." Mr. Mead calls attention to the fact that 10.7 per cent illiterate was really a very high percentage, since only about 7 per cent of our entire population was illiterate when that particular census was taken. Then he casts some doubt on the efficacy of both education and the administration of justice in preventing crime, by saying: "It is quite probable that offenders having education (partly by reason of their education) are more successful than the uneducated lawbreakers in avoiding arrest and conviction for their crimes."

Dr. Evans in the *Chicago Tribune* of December 9, in discussing why so many convicted persons are mentally short, expresses this theory: "In the warfare between society and the anti-social, the feeble-minded fail to protect themselves and land within prison walls. A fair part of the normal-minded escape through the meshes of the law, and the master-minded criminals not only go scot free but they sit in their places of security and ridicule the society which fights them."

The *Prairie Farmer* has made a zealous fight against chicken thieves; but it is evidently displeased that a poor, weak person guilty of stealing a few chickens should receive a greater punishment than does a wealthy, powerful, respectable, "master-minded criminal" who robs a bank of thousands of dollars. As you read the following quotation from the November 30 issue of that paper, it may add interest to know that a part of the amount stolen was several thousand dollars belonging to the East Central Division of the I. S. T. A., and a part of that was about $2,500 due the State Association.

John H. Thornburn, Urbana, Illinois, bank president, embezzled the funds of his bank and rifled the safety deposit boxes of his customers. His total thefts amounted to about $100,000. He has been sentenced to a term of 1 to 10 years at the Chester penitentiary.

Thornburn was accompanied to the penitentiary by Coy Leach, who stole $16 worth of chickens from a Champaign county farmer. He will serve a sentence of 1 to 14 years.

Justice is not only blindfolded, but bound and gagged when such a situation can exist. If the fault is with the laws, they should be changed. If it is with the judges, new ones should be put in their place. Chicken thieves are treated none too severely, but the leniency shown to bank wreckers makes a joke of justice.—*R. C. M.*

## Will Award Prizes

F. E. Compton & Co. will award a total of $165 in prizes to the three Illinois teachers who are adjudged the winners in its Prize Lesson Contest. Teachers entering the contest are to prepare a lesson from the State Course of Study—in Geography, History or Literature—using the reference and supplementary material in Compton's Pictured Encyclopedia as a basis. A first prize of $75 in cash—a second prize of a set of Compton's Pictured Encyclopedia, including the Compton's Service (value $65)—and a third prize of $25 in cash will be awarded in the order named to the three teachers who score highest.

Judges in the contest are R. W. Fairchild, Superintendent of City Schools, Elgin, Illinois; E. M. Harris, County Superintendent of Schools, Geneva, Illinois; and Mrs. Fannie Spaits Merwin, formerly president of the Illinois State Teachers Association and Chairman of its Legislative Committee.

C. S. Jones, manager of F. E. Compton & Co., says: "The purpose of the contest is to enable busy teachers to learn just how helpful Compton's is in the preparation of their work, thereby increasing to the schools who already have sets of the Encyclopedia, the equipment that they already have."

Further details in regard to this contest and coupon that, with the teacher's signature, serves as a register of entry, may be found in the F. E. Compton & Co. advertisement in this issue.

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